40365

National Library of Canada | **Bibliothèque nationale du Canada**

CANADIAN THESES ON MICROFICHE

THÈSES CANADIENNES SUR MICROFICHE

NAME OF AUTHOR/*NOM DE L'AUTEUR* ATKEN ARMENIAN

TITLE OF THESIS/*TITRE DE LA THÈSE* Foreign Language teaching in the Armenian Soviet Socialist Republic

UNIVERSITY/*UNIVERSITÉ* of Alberta

DEGREE FOR WHICH THESIS WAS PRESENTED/ *GRADE POUR LEQUEL CETTE THÈSE FUT PRÉSENTÉE* Ph. D.

YEAR THIS DEGREE CONFERRED/*ANNÉE D'OBTENTION DE CE GRADE* 1979

NAME OF SUPERVISOR/*NOM DU DIRECTEUR DE THÈSE* DR. M. GULUTSAN

Permission is hereby granted to the NATIONAL LIBRARY OF CANADA to microfilm this thesis and to lend or sell copies of the film.

The author reserves other publication rights, and neither the thesis nor extensive extracts from it may be printed or otherwise reproduced without the author's written permission.

L'autorisation est, par la présente, accordée à la BIBLIOTHÈQUE NATIONALE DU CANADA de microfilmer cette thèse et de prêter ou de vendre des exemplaires du film.

L'auteur se réserve les autres droits de publication; ni la thèse ni de longs extraits de celle-ci ne doivent être imprimés ou autrement reproduits sans l'autorisation écrite de l'auteur.

DATED/*DATÉ* 1979 04 23 SIGNED/*SIGNÉ* A Armenian

PERMANENT ADDRESS/*RÉSIDENCE FIXE*
8849 - 93 Street
Edmonton / Alberta
T6C 3T2

NL-91 (3-74)

National Library of Canada

Cataloguing Branch
Canadian Theses Division

Ottawa, Canada
K1A 0N4

NOTICE

The quality of this microfiche is heavily dependent upon the quality of the original thesis submitted for microfilming. Every effort has been made to ensure the highest quality of reproduction possible.

If pages are missing, contact the university which granted the degree.

Some pages may have indistinct print especially if the original pages were typed with a poor typewriter ribbon or if the university sent us a poor photocopy.

Previously copyrighted materials (journal articles, published tests, etc.) are not filmed.

Reproduction in full or in part of this film is governed by the Canadian Copyright Act, R.S.C. 1970, c. C-30. Please read the authorization forms which accompany this thesis.

THIS DISSERTATION
HAS BEEN MICROFILMED
EXACTLY AS RECEIVED

Bibliothèque nationale du Canada

Direction du catalogage
Division des thèses canadiennes

AVIS

La qualité de cette microfiche dépend grandement de la qualité de la thèse soumise au microfilmage. Nous avons tout fait pour assurer une qualité supérieure de reproduction.

S'il manque des pages, veuillez communiquer avec l'université qui a conféré le grade.

La qualité d'impression de certaines pages peut laisser à désirer, surtout si les pages originales ont été dactylographiées à l'aide d'un ruban usé ou si l'université nous a fait parvenir une photocopie de mauvaise qualité.

Les documents qui font déjà l'objet d'un droit d'auteur (articles de revue, examens publiés, etc.) ne sont pas microfilmés.

La reproduction, même partielle, de ce microfilm est soumise à la Loi canadienne sur le droit d'auteur, SRC 1970, c. C-30. Veuillez prendre connaissance des formules d'autorisation qui accompagnent cette thèse.

LA THÈSE A ÉTÉ
MICROFILMÉE TELLE QUE
NOUS L'AVONS REÇUE

NL-339 (3/77)

THE UNIVERSITY OF ALBERTA

FOREIGN LANGUAGE TEACHING IN THE ARMENIAN SOVIET SOCIALIST REPUBLIC

by

© Atken Armenian

A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND RESEARCH IN
PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE OF
DOCTOR OF PHILOSOPHY

Department of Educational Psychology

EDMONTON, ALBERTA
CANADA
SPRING 1979

THE UNIVERSITY OF ALBERTA

FACULTY OF GRADUATE STUDIES AND RESEARCH

The undersigned certify that they have read, and recommend for acceptance by the Faculty of Graduate Studies and Research, a thesis entitled: Foreign language teaching in the Armenian Soviet Socialist Republic submitted by Atken Armenian in partial fulfilment of the requirements for the degree of Doctor of Philosophy.

M Gulutsan

Supervisor

Date: February 19, 1979

This thesis is dedicated to the

memory of my paternal grand-parents

KEGHAM ARMENIAN

and

HASHTINÉ ARMENIAN

who have given me such a wonderful father.

ABSTRACT

The theory and practice of foreign-language teaching in the schools and institutes of the Armenian Soviet Socialist Republic are examined in this thesis. The purpose of the study is to determine the method, curriculum, and psychological theories on which the practice of foreign language teaching in the Armenian Soviet Socialist Republic is based. The significance of this study lies in the demonstration of the results obtained in the study of a foreign language under conditions which are different from those found in Canada and which, therefore, can be analyzed for their theoretical bases to provide alternatives for Canada to consider.

In 1975-76, the investigator, while on a Canada-U.S.S.R. Exchange programme conducted an *in situ* investigation of actual practices in regular schools, foreign language schools, institutes and the State University of Yerevan. Lectures and discussions with teachers and psychologists also provided the theoretical framework of Soviet psychology and foreign language pedagogy as well as complementing the collection of reading materials and the observation of classroom practices.

The level of performance on the Mialaret and Malandain C.G.M. 62 Test by 222 students of French in Armenian schools and the Foreign Language Institute (AR) are compared with the level of performance of 328 students of French in bilingual (CB) and unilingual (CU) schools of Edmonton, Canada. The

data were subjected to a statistical analysis to determine whether any significant difference existed between students in these types of schools and also between Canadian and Armenian students. In this study $p < 0.15$ was selected as the basis for accepting or rejecting the null hypothesis. The results for the various skills measured were as follows:

1. Oral Comprehension: CB > AR > CU
2. Oral Expression: AR = CB > CU
3. Dictation: CB > AR > CU
4. Auditory Discrimination: CB > AR = CU
5. Written Comprehension: CB > AR > CU
6. Written Expression: CB > AR > CU

The Armenian sample's characteristics which differed most from the Canadian one were: in all cases, French was the students' third language, the Latin alphabet was a third alphabet after Armenian and Russian, taking standardized tests was a novel experience and listening to a native French speaker via tape-recorder was also unusual.

Because the level of achievement in Armenia may be due to the methodology and the organization of foreign language instruction, one may examine with profit the conscious acquisition approach for adaptation to the Canadian context.

ACKNOWLEDGEMENT

First and foremost, I would like to thank Dr. M. Gulutsan for his patient encouragement and advice.

Dr. Madeleine Monod and Dr. J. J. Mitchell are also sincerely thanked for their support throughout the writing process of this thesis.

Dr. G. Glassford and Dr. J. Nicholson of McGill University, Montréal, were also kind enough to accept positions on the Oral Examination Committee.

My progress in Armenia was supervised by Dr. H. Tutundjian (of Yerevan State University). Mr. H. Dallakian (of the Yerevan School Board) willingly gave me permission to visit any school in Yerevan. Personal introductions to officials in individual schools were offered by Mr. K. Karabekian (of the State Pedagogical Research Institute).

Not a single staff or faculty member objected to my sometime impromptu classroom visitations - indeed, more help was offered than could possibly be accepted within the one-year time limit of my stay in Armenia.

I would also like to express my appreciation to the Department of External Affairs of the Canadian Government and in particular to Mr. R. Lysyshyn of the Canadian Embassy in Moscow for his constant attention during our stay in Yerevan.

None of the above, however, would have helped without the constant encouragement, acceptance and endurance of my wife Hasmig and of my children Ani and Van. My debt to them never will be adequately re-paid.

TABLE OF CONTENTS

PAGE

LIST OF TABLES x

CHAPTER

I. THE PROBLEM 1

Introduction 1

Significance of the study 3

Purpose of the study 4

Statement of the problem 5

Definition of terms 5

Design of the study 6

Assumptions 6

Delimitations 7

Limitations 7

Hypotheses 8

Overview 9

II. PSYCHOLOGICAL FOUNDATIONS OF SOVIET TEACHING THEORY 11

The pre-revolutionary era 14

1917-31: discoveries and synthesis under Marxism 17

1932-45: preparation for a Marxist psychology 20

1946-present: development of Soviet psychology 21

Armenian psychology 22

III. PSYCHOLOGICAL AND PSYCHOLINGUISTIC THEORIES RELEVANT TO FOREIGN LANGUAGE TEACHING 25

Conscious-acquisition approach 27

The principle of activeness 33

CHAPTER PAGE

The principle of visuality 35

The principle of consecutiveness 36

The principle of systematicness 37

The principle of accessibility 38

The principle of durability 38

IV. LINGUISTIC ASPECTS OF THE ARMENIAN LANGUAGE 40

Introduction 40

Philology 40

Grammar 51

Historical sketch 66

V. THE PRACTICE OF FOREIGN LANGUAGE TEACHING IN ARMENIA 74

Introduction 74

Schools of the Armenian sample 83

VI. COMPARISONS WITH CANADIAN SAMPLE 103

Sampling 103

Testing 104

Results and Conclusions 108

VII. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS 120

BIBLIOGRAPHY 130

APPENDIX A 135

APPENDIX B 141

VITA 192

LIST OF TABLES

TABLE PAGE

1. A classification of languages 41
2. Some Indo-European/Armenian correlations 45
3. Phonetic Alphabet for Armenian, French and English (1) 48
4. Phonetic Alphabet for Armenian, French and English (2) 49
5. The declension of nouns 56
6. Verb schema 59
7. Number of schools, teachers and students 76
8. Timetable: Armenian schools in Armenia 78
9. Timetable: Russian schools in Armenia 79
10. Timetable: Armenian school with specialization in French .. 80
11. Language instruction: academic hours per week 81
12. Bryusov Institute/Yerevan State University: Students 98
13. Timetable: Bryusov Institute 99
14. Timetable: Yerevan State University 100
15. Oral Comprehension: Rank order (mean scores) 111
16. Oral Expression: Rank order (mean scores) 112
17. Oral Expression: Rank order (coefficient of expression) ... 113
18. Oral Expression: Rank order (coefficient of correction) ... 114
19. Dictation: Rank order 115
20. Auditory Discrimination: Rank order (mean scores) 116
21. Written Comprehension: Rank order (mean scores) 117
22. Written Expression: Rank order (mean scores) 118
23. Test C.G.M. 62: one-way ANOVA 119

CHAPTER ONE

THE PROBLEM

INTRODUCTION

The theory and practice of foreign-language teaching in the schools and institutes of the Armenian Soviet Socialist Republic are examined in this thesis. The significance of this study lies in the demonstration of the results obtained in the study of a foreign language under conditions which are different from those found in Canada and which, therefore, can be analyzed for their theoretical bases to provide alternatives for Canada to consider.

In the teaching experience of the investigator, it has been apparent that both teacher and student spend much time and energy with frequently disappointing results. Both the ethnic background and the apparently result-oriented educational system of Armenia provided additional impetus to carry out this study.

Foreign language study in the Armenian S.S.R. has many ramifications. On the educational side, one can study the adaptability of general Soviet theories to the practical situation in Armenia: both from the standpoint of the educational institutions themselves and their adequacy in carrying out All-Union objectives and the particular problems of the students who, in the case of Armenia, are trying to cope with the study of three languages in the course of their regular school career. On the political side (and politics is never far away from any aspect of life in the Soviet Union), one can study various facets of Soviet nationalities policies.

Matossian (1962, 1975) and Sarafian (1930) who have studied Soviet Armenian nationality and education agree that the Armenians have consistently maintained a high regard both for their national identity and their educational standard; frequently using one to bolster their feelings for the other.

Historical sketch

The reader should be aware that foreign language education in Armenia has a long history of acceptence and prestige.

It started with Greek in the pre-Christian era. In the middle ages the change to Latin and French was consolidated. German, Italian, English and French have been studied more recently. These languages, it must be remembered, were learnt over and above Turkish and Kurdish by those inhabitants living in the Western provinces of Armenia who had dealings with the non-native population in that area. In the Eastern provinces of Armenia, Russian and Persian (in addition to the other foreign languages mentioned) were learnt in order to deal with the non-natives living in those provinces. Woven into this already complex fabric, is the political situation of the country at any particular instant and the consequent sociological and nationalistic variables. For the convenience of the reader, further details on the linguisitic aspects of Armenian are provided in chapter 4.

SIGNIFICANCE OF THE STUDY

Theoretical contributions for a foreign language pedagogy lie in the area of Soviet psychology both in its basic premises and its application. The examination of a methodology based on a conscious acquisition of a foreign language as opposed to one which stresses the unconscious method of second-language acquisition is of great significance for classroom practice. The usefulness and the assimilatory powers of foreign language study in Armenia may give some greater definition to general motivational theory of foreign language study particularly in such areas as instrumental and integrative motivation theory.

Another significant contribution of the study may be applied to the question of the role which foreign language learning plays within the framework of formulating and applying political and social goals. Specifically the position of a system of specialized language schools in the general educational model which is gradually being created in Canada may be more easily defined.

No scientific study on such a scale has yet been carried out on the foreign language programs in the Soviet Union as seen through the eyes of one of the nationalities of the Union. Furthermore, besides breaking new ground in the field of scholarly research, the study will be of more than passing interest to workers in the growing field of Armenian Studies in western universities.

Canada's policies regarding bilingualism may benefit from this study. Such benefits may be in the field of promoting suitable programs and curricula in Canadian political and educational institutions where foreign language studies take place.

Canadian ethno-cultural institutions may benefit from the conclusions in this thesis - particularly in their promotion of the learning of one's ethnic language. Canadian agencies which deal with multiculturalism and with the education of immigrant children may find useful insights in this study. An example would be the case of Canadian-Armenians, who have to cope with a mother tongue which is different from the lingua-franca of their neighbours and from that of the foreign language taught in their local school.

PURPOSE OF THE STUDY

The purpose of the study is to determine the method, curriculum, and psychological theories on which the practice of foreign language teaching in the Armenian Soviet Socialist Republic is based. The performance level of a sample of students of the French language taught in Armenia is evaluated in a comparison with a sample of Edmonton students in the city's bilingual and unilingual schools.

STATEMENT OF THE PROBLEM

The problem to be considered is the degree of competence attained in French by students who follow the program and practice of studies of a foreign language in Armenia. The level attained under such a study regime may be compared to a more easily recognized sample in Edmonton so as to evaluate the effectiveness of the instruction given in Armenia.

DEFINITION OF TERMS

Foreign language

As used in Armenia, the term foreign language, refers to any non-Soviet language such as English, German or Spanish. In the present study, however, and for the sake of easier comparison to the situation in Edmonton it will refer to the French language. It is important to realize, therefore, that in the case of the Armenian student, a foreign language refers to his third language and his third alphabet whereas in the case of the typical Edmonton student, it refers to his second language and his first alphabet. In the case of Franco-Albertans, however, it refers to the second mother tongue.

Other terms such as conscious approach and specialized language school will be explained in the body of the text as they are used.

DESIGN OF THE STUDY

Test C.G.M. 62 (Mialaret and Malandain, 1964) was given to 222 students attending various schools, institutes and grades within Yerevan, the capital of Armenia. The same test was given to 328 students enrolled in Edmonton's bilingual and unilingual schools. The test measures both active and passive skills in the oral and written forms of the French language.

The testing program was complemented by extensive studies of actual classroom teaching procedures by means of visitations and conversations with teachers and directors of study.

The theoretical background and psychological positions adopted by psychologists, teachers and administrators in foreign language teaching and development were researched by means of an examination of the available literature and, more significantly, by attending lectures at university and teacher training establishments and informally questioning (in private) many persons involved in the teaching of foreign languages.

ASSUMPTIONS

For the purpose of this study, it is assumed that:

1. The C.G.M. 62 Test is an adequate measure of the French language skills of the examinee.

2. The raw scores are derived in a way which takes the various cultural and educational factors into consideration.

3. The classroom practices observed by the investigator are an accurate reflection of standard practices in the contexts.

DELIMITATIONS

The present study is delimited in the following ways:

1. The samples were taken from urban educational institutions. Findings from the present study cannot be generalized to rural institutions because of the different educational conditions which exist in such settings - whether they be in Canada or Armenia.

2. In terms of the practical application of the foreign language program, the results presented here may not be generalized to other areas of the Union of Soviet Socialist Republics. One should recognize the differences which exist in the cultural and social milieu of Armenia and the rest of the U.S.S.R.

3. The Edmonton sample is based on the only bilingual Junior-Senior High School in the city. Furthermore, only four Junior and Senior High schools were involved in the testing program. It would be rash to generalize the results to other schools within the city limits let alone across the Provinces of Canada.

LIMITATIONS

The investigator recognizes the following points:

1. The testing procedure as well as the idea of submitting to a standardized test is quite foreign to students in Armenia. This is not the case in Edmonton.

2. The accent used on the test tape is not similar to the accent of teachers in Armenia (with rare exceptions). Compounding the problems posed by the differing accents, one must also recognize that aural comprehension is rendered more difficult for the Armenian sample because of the different quality of sound resulting from the equipment used in Armenia and in Canada.

3. No longitudinal study was carried out. All results, therefore, are limited by the time-factor involved. The validity of the measures and the content of the test questions were not checked for either the Edmonton or Yerevan samples.

4. Classroom exposure time is different for the Yerevan and Edmonton students.

HYPOTHESES

The statistical analyses of the results will be based on the C.G.M. 62 Test and will be directed towards the following null hypotheses.

1. There is no significant difference between the levels of knowledge of the French language for Canadian and Armenian students.

2. There is no significant difference between the levels of knowledge of the French language for comparable grade levels for Canadian and Armenian students.

OVERVIEW

In the present introduction, the writer presented an outline of the plan used to find some answers to the questions raised.

In the next chapter he summarizes the psychological foundations of Soviet teaching theory with some emphasis on the development of Armenian psychology and its relation to language teaching.

Chapter Three is devoted to additional psycholinguistic and psychological aspects of foreign language teaching theory.

A description of the Armenian language in Chapter Four is provided as reference for understanding the problems which a student in Armenia copes with in the study of a foreign language. The historical tradition of foreign language learning is also outlined in that chapter.

In Chapter Five the writer reports on the Armenian methodology for third language teaching and on the similarities to, and differences from, that found in Edmonton. Teacher preparation is also examined. The results of the statistical analysis of differences will be presented.

The performance in a foreign language between the Canadian and Armenian samples is compared in Chapter Six.

The investigator's conclusions and recommendations are presented in the last chapter. The case will be made for a more formal approach to foreign language teaching in Edmonton. The formulated hypothese will be evaluated and a closer look will be taken at the advantages of the newer immersion programs which are to be found in some of the schools in Edmonton.

CHAPTER TWO

PSYCHOLOGICAL FOUNDATIONS OF SOVIET TEACHING THEORY

Soviet psychology is a new entity. It claims to be based on theoretical and experimental bases which are derived from the philosophical writings of Marx and Lenin. Soviet psychology, teaching and education can neither exist nor be understood outside Marxism - Leninism. It is admitted that in the 1930's however, the Communist Party took certain decisions regarding psychology which were later proven to be wrong. This does not negate the validity of the basic philosophical premises: it merely points out the fact (not frequently repeated though) that even the Communist Party may incorrectly interpret Marxism-Leninism.

The basis of theoretical Marxism-Leninism is dialectical materialism. The tenents of this philosophy have been extensively reviewed in the psychological literature (McLeish, 1975; Smirnov, 1968; O'Connor, 1966). It will not be useful here to duplicate the work of these and other authors. A bare outline of the essentials will be summarized.

The term "dialectical" refers to the notion that opposites are united and cannot be considered to be two or more separate entities. The nature of conflict, therefore, is seen as an essentially unitary process rather than a disjointed one. The second notion embedded in the dialectic is the change that can occur from quantity to quality. This idea has important implications in developmental psychology. The third property of the dialectic is the negation of the negation. This concept, in a way, evolves from the first two in that it holds that out of the conflict of opposing entities, there eventually arises a new product or synthesis. This conflict may proceed by very small increments and on a small, almost imperceptible, scale. The synthesis, however, is always the end product of opposing factions. The ideas embedded in the dialectic give rise to the position of monism. This idea holds that the universe is whole and cannot be separated nor can it escape change. Thus nothing is eternal and change always occurs as the resultant force is established between two other forces. It goes without saying that this position is atheistic. This atheism may also be logically derived from the other basic premise of Soviet psychological theory: materialism.

Materialism is a philosophical position which excludes any notion of reality without matter. Reality is material in nature and all things and concepts (such as thought, the human spirit, consciousness and sensation) are in actual existence in the form of matter which is both organised and in motion. The proof that reality does in fact exist lies in the ability of man to change and manipulate his surroundings. The external world is adequately, accurately and truthfully reflected by the brain. Such a position may also be described as being monist, claiming, as it does, that everything in the universe is made up of one substance: matter.

The preceding description of dialectical materialism explains the eagerness with which Lenin encouraged the work of Pavlov - the first Soviet (though non-communist) psychologist and physiologist to achieve international stature in his field. Pavlov experimented with the intact, normal organism in a system of dynamic equilibrium with the surroundings. The subject under experimentation was posited to integrate external and internal factors to come up with a total reaction to these stimuli. By changing the external conditions, therefore, one was able to change the internal conditions and the resultant reflex of the organism. Besides his basic premise of an organism in equilibrium, therefore, Pavlov also built up a theory of reflexes which, as we shall see later on, went beyond anything which was attempted previously in the field. In agreement with dialectical materialism, reflexes were subject to the following factors:

1. Determinism: the organism is not only subject to nature's laws but also is endowed with the faculties and possibilities of regulating itself by such processes as inhibition and anticipation.

2. Analysis: the cortex is used by the organism to discriminate and synthesize the stimuli within its surroundings.

3. Structure: the structure of the nervous system was considered to play an important role in the total functioning of the organism. Two levels were postulated within the

structure: the spinal level and the cortical level. Such activities as speech represent the exclusively human attribute of a second signalling level i.e. the representation of symbolization of an input which is, itself, a function of the first signalling system. As will be seen later, this led to some important conclusions in the realm of learning theory as expounded by Vygotsky. Within such a Pavlovian model, behaviour is the product of higher nervous activity.

Materialism and Pavlovianism did not evolve in a vacuum. A brief look at some of the previous historical development of the theoretical basis of Soviet psychology will show that the present positions were defined by a process of opposition to two main trends in early Soviet (or late Russian) psychological history: idealism and reductionism. The eradication of these two methodological and philosophical defects was to take place in four main steps (Tutundjian, 1976).

1. The pre-revolutionary era,
2. 1917 - 1931: discoveries and synthesis under a Marxist philosophy,
3. 1932 - 1945: preparation for a Marxist psychology, and
4. 1946 - present: development of Soviet psychology on its own foundations.

The pre-revolutionary era:

The basic issue at this time was the dissension existing between the social-democrats and the liberals. The liberals, occupying positions of influence, staunchly defended their conception of a psychology based on spiritualism, idealism and the tenents of the official tsarist government and the doctrines of the Russian Orthodox Church. This was an introspective stage in psychology and the main defenders of the trend were L. M. Lopatine, A. I. Vedensky, I. I. Lapshin, N. O. Lossky and S. L. Frank. The nature of their idealistic philosophy was such that it denied the unity of the materialist outlook. Inert, spiritual, non-material concepts were postulated to exist over and above the material world. Lossky and Vedensky denied the possibility of studying the mechanisms of activity on the basis of reflexes as was proposed in the 1916 discussions of the Philosophical Society of St. Petersburg. They opposed the monism implicit in materialism with a dualism which is implicit in idealism. The other pre-revolutionary and anti-dialectic materialist outlook in psychology was that of the empiricists led by G. I. Chelpanov and including A. P. Nechaev, T. A. Sikorsky, P. F. Kapterev, G. I. Rossolimo and V. F. Tchij. It was Chelpanov who, in 1912, founded the Institute of Psychology in the Faculty of Philosophy of Moscow University. Modern Soviet psychology regards this school as being neutral in so far as it was devoid of all philosophical and scientific background. The raison-d'être of these empiricists was to collect experimental data with no regard to their theoretical or philosophical significance or value.

Such a school of thought did bring a positive aspect to the development of Russian (and, later on, Soviet) psychology: that of applying laboratory data to practical situations such as child development and pedagogy. It is alleged that because the theoretical basis of empiricism did not exist in any systematic or overt way, even the benefits alluded to were marred by such concepts as hereditary determinism and the resultant concept of streaming school children according to what were perceived as patently innate characteristics and aptitudes.

The position of the leader of this school of empiricism, Chelpanov (1862 - 1936), is regarded with particular contempt in modern Soviet psychology. He is perceived as one who would justify his basic idealism by posing as the champion of empiricism: an opportunistic position of the most unworthy kind. It has given rise to ironic stabs at the so-called experimental metaphysics of his thinking or of his introspective experimentation.

N. N. Lange and V. M. Bekhterev were two psychologists who, even before the Revolution, were engaged in a serious critique of Chelpanov's "position". The theoretical derivation of the positions of these two critical psychologists will be dealt with in the description of the second step in the development of the theoretical framework of Soviet psychology.

1917 - 1931: discoveries and synthesis under a Marxist philosophy:

Sechenov is considered to be the father of Russian physiology and the founder of Russian scientific psychology. He drew on the thoughts of the great revolutionary democrats such as Radishchev, Herzen, Belinsky, Lomonosov, Dobrolyubov and Chernyshevski. These persons postulated the unity of the organism and its surroundings which were, in fact, adequately represented in the mind via the senses.

Sechenov's magnum opus "The reflexes of the brain" (originally entitled "An attempt to bring back the genesis of psychic phenomena to a physiologic basis" but banned by the Tsarist censors in that form) is based on the concept of the unity of sensations and movement in the reflex act as well as the link of such activity with the cortex. The viewpoint, originally put forward by the Czech biologist Procházka, was in marked contradiction to the mechanical process envisaged by Descartes. It was also in contradiction to a purely physiological position which contained a dualist fallacy whereby the spinal cord was held to be the sole organ responsible for nervous activity and the brain relegated to a centre of the conscience and will.

Sechenov claimed the unity of the nervous system and postulated the idea of the brain taking part in the reflex act through the intermediary of the process of inhibition. He provided a means of studying processes which, to that time, were considered to be outside the field of psychology. The combination of physiology and the principle of autoregulation as proposed by Sechenov provided the theoretical background for the work done by Bekhterev, Lange and Wagner. These workers were linked by their dedication to the experimental method, respect for the evolutionary theory as newly proposed by Darwin, an interest in the neurophysiological explanation of behaviour, materialism, abhorrence of introspection and subjectivism and, finally, a desire to set up an objective science of psychology.

Bekhterev's research led him to study behaviour with no regard to consciousness. In spite of his basic materialist outlook, Bekhterev did postulate the existence of an energy which is the producer of matter and psychic phenomena. He also entertained mechanistic ideas regarding psychic and social change. The contradictions in his philosophical outlook do not negate his important contribution to the process of breaking away from idealism and empiricism in psychological thought.

The term for his theoretical error is reductionism. Basically the fallacy comes about when a chemical or organic process is reduced to a mechanical process. It also refers to the use of physiological or biological concepts to explain human psychological processes. Reductionism is the use of lower level concepts, laws and principles in the explanation of higher level notions. By falling into the trap of mechanism, one denies the existence of consciousness which is itself the subject matter of psychology. One can see that reductionism is only a small step away from another trap: that of idealism.

Blonsky and Kornilov (pupils of Chelpanov) also sought to overcome their teacher's opportunism. Although professing a materialist theoretical stand-point, Blonsky could not tear himself away from the pull of behaviourism and its inherent trap in the form of mechanistic reductionism. He did make the positive contribution, however, of stating that man had to be studied within his social and historical class status. Kornilov, in opposition to Bekhterev's reflexology, proposed a theory of reactology. This, basically, took the tenets of reflexology and added a layer of consciousness.

In the course of the discussions of the First and Second Psychoneurological Congresses held in 1923 and 1924 respectively, Chelpanov, Blonsky and Kornilov were locked in debate over their respective positions. The result was the eventual removal of Chelpanov and his replacement by Kornilov.

By 1925, Kornilov had managed to eliminate Bekhterev's reflexology as well. Attempts were made to follow a dialectical-materialist theory for psychological research. Some naive starts were made on Kornilov's program. Vygotsky, Debrenin and Bassov were some of the active psychologists of those years. Their studies gradually brought to light the essentially-reductionist tendencies of Kornilov's reactology. Vygotsky, together with his pupils A. R. Luria and A. N. Leontiev, gradually elaborated their theory of higher mental functions on the basis of cultural and historical factors. The end of this second era in the development of Soviet psychological theory is signalled by the dismissal of Kornilov and the demise of his teachings.

1932 - 1945: preparation for a Marxist psychology:

The half-hearted attempts of the previous era could not lead to the proper establishment of a Marxist psychology because of the still-effervescent nature of Marxist theory itself. Pavlov's works were still not very well disseminated in the twenties. Vygotsky's ideas on the socio-cultural basis of human development and the notion of the exterior basis of Man's higher mental functions (such as speech) heralded the gradual realization of psychology as the study of Man's consciousness as defined within a Marxist philosophy. These ideas did much to advance the theoretical foundations of Soviet psychology. The Vygotsky - Piaget controversy is well known and has been dealt with by Bain (1973).

It is admitted, though, that because of Vygotsky's imperfect understanding of the anti-dualistic nature of a pure Marxist, he fell into the trap of postulating a concrete dependence of the higher mental functions on the lower mental functions. Thus Vygotsky opposed such concepts as biological memory and cultural memory: the organic to the verbal. This dualism was in contradiction to his basic thesis that in the course of development the lower mental functions are gradually reorganized into more complicated units, which gives rise to qualitatively superior and specifically human mental functions.

Some Soviet sources also assume Vygotsky's impure Marxism on the basis of the fact that, together with such psychologists as Blonsky and Bassov, he was fascinated with pedology (testing) and with the data generated by western psychology: not realizing that data derived from experiments which are not carried out within a Marxist philosophy are tainted by these non-Marxist suppositions.

S. L. Rubinstein, in 1934, was the first to make a systematic study of the implications for psychology of Marx's writings - primarily his "Economic and Philosophic manuscripts of 1844". Two conclusions were drawn which, as we shall see, had implications for the teaching of foreign languages as well as general teaching theory.

1. Man's practical activity, his work, determines his psychic structure. Work creates man.

2. Man's surroundings, which are themselves a product of his activity, determine man's consciousness and personality.

Man's dialectical relationship with his surroundings is central in Soviet psychology. These two ideas, considered in conjunction with the historical perspective, completed the process of preparation for a purely Soviet psychology.

1946 - present: development of Soviet psychology on its own foundations:

From the basis of Rubinstein's work, Teplov, Ananiev, Leontyev, Bykov, and Ivanov-Smolensky made strides in the development of Soviet psychology by building up on the now-concretised structure of the new science. The 50's were characterized by some minor revisions of Pavlov's work.

It was emphasized to the investigator that one of the defects of Western studies of Soviet psychology lies in the fact that it is assumed that nobody dares criticize a figure of the stature of Pavlov. Although it is readily admitted that, as mentioned earlier in this work, Pavlov is treated with the veneration due to a man who had caught the eye of the great Lenin himself, it is incorrect to deduce from that that Pavlov's work cannot be improved upon: as indeed, it is claimed, was done by Teplov, who worked on the typology of the nervous system. This era of Soviet psychology is characterized by the branching out of psychological studies into various other problems such as engineering psychology, space psychology and sport psychology.

The rest of this chapter, rather than attempting to give a broad overview of these many branches, will focus on psychology in Armenia.

Armenian Psychology

Upto the 1930's, psychology was only indirectly studied in Armenia. Psychological ideas were deduced from the works of philosophers and writers such as Nazariants, Nalbandian, Zoraian and Berberian (Tutundjian, 1973). Gourgen Edilian (1885 - 1942), after studying in Jena, Dorpat and Berne returned to Armenia and, in 1930, founded the first experimental psychology laboratory in the University of Yerevan. This event marks the birth of psychology in Armenia. Alexanian (1973) and Mazmanian (1958), however, do accuse him of empiricism inherited from his foreign educational background.

It was after the death of Stalin that psychology really developed in Armenia with its introduction in schools and in the Pedagogical Institutes of Armenia. It should be noted, however, that even by 1965, only six dissertations had been written on psychological topics. Academician Mazmanian has worked in the fields of general psychology and perception (1951) and historical psychology (1958). K. Santrossian, working in the field of reflection as elaborated by Lenin, has come up with data in the field of visual and aural perception and attention. M. Eritzian has devoted himself to the study of the higher mental functions such as the process of deductions. H. Tutundjian (1965) has also carried out work in the field of doubt and its role in logical thought. Academician Mazmanian and Dr. Tutundjian are considered to be the senior workers in psychology in Armenia. A. Mehrabian has concerned himself with the nature of consciousness and P. Sotnikian, following the works of Vygotsky, has studied the relationship between thought and language.

In the opinion of the investigator, the work of A. Naltchadjian is most worthy of interest in that it represents an attempt to infuse theoretical insights into psychology.

As Head of the Psychology Department in the Foreign Language Institute in Yerevan, this young psychologist's work in the area of intuition has raised some eyebrows because of its apparent idealist position and its emphasis (relative to accepted Soviet theoretical dogma) on inherent characteristics of the psyche. His lectures at the institute, though delivered in a flat monologue, contain exciting references to possible lessons to be learnt from such anathemised psychologists as Freud and Skinner: the former being an idealist and the latter being a vulgar materialist. Other psychologists whose lectures, were attended by the investigator deal with developmental psychology (E. Alexandrian), sport psychology (A. Lalayan), work psychology (A. Amirian) and judicial psychology (A. Mirimanian).

After an overview of the theoretical framework within which Soviet psychology has been developing and a brief introduction to the topics which have been of concern to Armenian psychologists in particular, the next chapter will seek to show the ways in which Soviet psychologists have elaborated a methodology of foreign language teaching.

CHAPTER THREE

PSYCHOLOGICAL AND PSYCHOLINGUISTIC THEORIES RELEVANT TO FOREIGN LANGUAGE TEACHING

On the basis of the framework established by the dogma of the Communist Party of the U.S.S.R., psychological theory gave rise to another structure: foreign language pedagogy. As always, especially in dealing with Soviet topics, a look at the perceived historical link of modern theories to previous notions is significant. In this field, the recent (1975) publication of Konstantin Dmitriyevich Ushinsky's works offers a practical hint regarding the development of Soviet pedagogical theory relevant to foreign language teaching.

Ushinsky (1824 - 1870), in his article entitled "The native language" which was published in 1861, comes out strongly against the learning of a foreign language merely for the sake of fashion: especially when the study of French and Latin, for example, took up 28% of a student's time as compared to only 14% for Russian - as was the case in the classical gymnasia of the time.

It was argued that the study of the foreign languages was necessary to develop the mental faculties of the student: it being assumed that the Russian language, being the mother tongue was learned unconsciously. Ushinsky, as if with a presentiment of contemporary theoretical notions in the

Soviet Union, stated that by distinguishing and choosing the correct verbal response from the other incorrect or inappropriate possibilities, the child does show a consciousness of the framework of the native language: a consciousness which has to be used when teaching the foreign language.

Besides the practical goal of acquaintance with the literature of the foreign people whose language is being taught, Ushinsky states that one of the psychological goals must be to develop the mind along a logical path and to instil a feeling of mental discipline in the student.

In his assessment of the pedagogy of the western world in the field of foreign language teaching Rogova (1975) comes to the conclusion that an accurate scientific basis for such teaching does not yet exist in the West. In the Soviet Union, however, the decision of 1932 taken by the Central Committee of the Communist Party of the U.S.S.R. regarding the necessity of having all graduates from the secondary schools know a foreign language is seen as the proof that Soviet pedagogy is based on a scientific foundation.

Lewis (1972), Belyayev (1964, 1965) and Bartley (1971) have studied the nature of this scientific basis. It is, of course, unique to the Soviet Union because while the realization was apparent that foreign languages had to be studied for the sake of benefitting from the achievements of western science and technology (as was confirmed by the 1961 decree of the U.S.S.R. Council of Ministers "Concerning the Improvement of the Instruction of Foreign Languages"), it was also felt, especially in the early years of the Soviet Union, that Western ideas were suspect and feelings of xenophobia were preferable to too many contacts with Westerners. Using communist terminology, this dialectic situation was synthesized to create a qualitative step forward: namely, a purely local methodology, based on a premise which accepted the fact that consciousness was a key factor in the psychology of foreign language learning and that a mechanistic or a behavioural approach would not be acceptable.

According to Levenstern (1973), therefore, the tenets are:

1. A theoretical position based on Marxist-Leninist dialectical materialism and Pavlovian notions on higher nervous activity,
2. Analysis of results obtained in the classroom by teachers,
3. Observation of students' activity and performance in reaching a particular goal,
4. Laboratory or Classroom oriented experiments,
5. Present structures of the foreign language,
6. The unity of the form and content of a language and its points of contrast to the native language: both languages to be consciously known to the student.

Conscious-acquisition approach

Perhaps the most useful theoretical concept is that of consciousness. Historically derived from the philosophy of de Saussure, Trubetzkoy, de Courtenay, and the latter's pupils, Shcherba and Vinogradov, Soviet psychology and psycholinguistics have developed a system which has been most forcefully stated by Vygotsky. In accordance with Pavlov's notion of an anticipatory reflex, it is held that humans, unlike animals, do not passively adapt to the environment but, using historically developed (rather than inherited) tools for practical activity, and signs for more abstract activity, they exert their will on the environment.

Language, in the context of Vygotsky's formulation, becomes an activity consisting of behaviour and words within a context of motivation, structure, goal orientation and realization. It is specifically opposed to such idealist concepts as were developed by Marr, such as the separation of language and thought, and the consequent degradation of the role played by the native language in learning a second language. Stalin's repudiation of the previously-popular Marrist theories came at a time after World War II when it was necessary to stress the permanence of the national languages and their separation from Russian. Grammar and orthography were stressed as being determined by national characteristics and so the Armenian language's orthography, for one, returned to more traditional forms after having been "rationalized" in the thirties and forties by the linguist M. Abeghian.

The development of language in the child is not separate from the child's physiological foundations. Even though language is a second signalling system and thus farther removed from reality than the first signalling system, it is still governed by the same material forces and laws. As Man's activities become more and more complex, so too does speech develop to be able to cope with the situation; language acquisition is a concrete and active process.

Sokolov (1961, 1971) showed that even during covert activity in foreign language study, the human organism's speech organs were active in inverse proportion to their knowledge of the target language. As opposed to transformational theorists, such as Chomsky, it is posited that innate or internal factors are not nearly as important as social or historical ones. Unlike Piaget, Vygotsky does not see learning riding on the tail of development but rather the other way round with learning leading development (Bain, 1973; Vygotsky, 1935). One should not suppose that a Skinnerian model, where the environment plays the dominant role, is any more acceptable than the other models. Only one which combines elements of all the variables is considered to be adequate.

The role of the mother tongue is given considerable importance in Soviet foreign language teaching theory. The acquisition of a foreign language is seen to proceed under conditions which are very much unlike those of the acquisition of a mother tongue.

School-age children have already formed concept-word links which are quite stable and thus it is erroneous to assume (as would a strictly aural-oral approach) that one can teach a foreign language simply by duplicating the conditions under which the first language was learnt. Such an approach dismisses the greater intellectual maturity and the higher level of consciousness of the student.

It is on the above premises that a crucial difference may be perceived in the Soviet approach to foreign language learning. It is considered to be theoretically unsound (and therefore practically erroneous) to think that subsequent languages are learnt much like the native tongue. The external conditions - mother/child as opposed to school/child relationship - as well as the internal conditions - child development and maturity - are very different in the principal language learning years: there being, on average, some 10 crucial years between them.

Imedadze (1967) has described the path taken by a child brought up in a bi-lingual (Georgian and Russian) environment. Up to the age of two, an initial neurologically-based stage is characterized by indiscriminate usage of the two languages. Such a stage could be described as the competence-building stage. The second stage, after the age of two, sees the separation of the initial language pool. The two languages, during the performance stage, operate within their own cultural and social settings.

Imedadze's position has important implications in the linguistic situation of immigrants. The relationships between their language of origin and that of their new country, and their adjustment in terms of personality to the cultural and social settings of the two languages, may make the difference between an alienated individual with no culture to fall back on at all, or one who feels at home in both cultures.

The concern with consciousness and the role of the mother tongue has given rise to what may be referred to as the conscious-practical method or, as Vedel (1963) calls it, the active-practical method. Mirolyubov's (1963) conscious-comparative method sometimes appears as an alternate method.

Mirolyubov argues that if language acquisition is the establishment of new reflexes within the system of higher mental processes, then according to Pavlov, the reflex must be formed by training from what is known (the native language) to the unknown (the target language) - an obvious interpretation in favour of translating. In any case, the redevelopment of a concept-word link in the target language is a useless duplication, in the author's view, of something which already exists in the native language. (Furthermore, the author argues that Lenin himself mentioned in a letter to Elizarov that two-way (foreign to native language and reverse) translations were by far the most rational way to learn foreign languages. Gorelov (1963) strongly refutes such views. Lenin's position is clarified by mentioning that Elizarov was in prison at the time the letter was written and Lenin was merely making use of the situation which prevented Elizarov's capacity to hold conversations. In any case, both Lenin and Krupskaya approved of the Berlitz system of association rather than translation. The quotation from Pavlov being unsubstantiated in the first article, Gorelov dismisses it - casting doubt on the truthfulness of the author.

Zavatskaya (1963) and Rozhdestvensky (1967) maintain that theoretical knowledge must precede habitual performance so as to ensure conscious learning. Formal teaching has practical value in that it facilitates the eventual practical mastery of the material and it also has theoretical value in that it parallels the intellectual development of the student.

This formalism is in full agreement with Vygotsky's position of the usefulness of adult intervention in learning. Here again, Vygotsky's theoretical position is in disagreement with Piaget. The Soviet view would be that not only is it useless to have the teacher follow the student's capabilities, but that the only valid teaching is that which is ahead of the student's cognitive abilities so as to guide the latter to higher levels of operation. Leontyev (1959) would describe the role of the teacher as one who bridges the gap between what the child can do independently and what he can do only with the help of the teacher. Luria and Yudovitch (1959) likewise showed that children who worked with adult guidance achieved more and were more intellectually developed than those who worked independently. Galperin (1968) has also confirmed the usefulness of conscious assimilation of information under the guidance of a teacher.

The principle of consciousness, while forming the psychological and psycholinguistic basis of foreign language pedagogy, is not the only one. The remainder of the chapter will deal with the principles of activeness, visuality, consecutiveness, systematicness, accessibility and durability.

The principle of activeness

Certain aspects of the principle are derived from the principle of consciousness. According to Belyayev (1964) the conscious assimilation of foreign language materials should not be construed as a plea for intellectualism, for the sensory element is always a constant and integral part of human consciousness. The principle of activeness refers to the student's active sensations, emotions and feelings, and his consciousness which itself is based on his feelings. Such a psychological principle is practically applied by having students learn by means of actions, objects and demonstrations. This application should lead to the most crucial outcome of successful foreign language teaching: that of being able to think in the foreign language. Artyomov (1969), however, thinks that the practical limitations on the timetable of the student preclude ever reaching such a high standard. Belyayev (1964) justifies his goal, however, in these terms:

> A particular foreign language must be directly linked with thought to the same degree that language in general is linked with thought. The structure of the foreign language is more or less sharply differentiated from that of the native language in its phonetical lexical, grammatical and stylistic means of expression, so that this difference must also be accompanied by differences in the sphere of thought (page 49).

In Sokolov's previously mentioned study, it was demonstrated that the better the foreign language was known, the more stable was the system of motor auditory and visual nerve connections of the subject: a physiological demonstration of a psychological idea. Belyayev, in his studies, found that the time of speech reaction (measured in seconds) in a group of language students was consistently longer in the target language than in the native language and that the slowing down of the thought process was a function of the mastery of that language.

Once again, Sokolov (1971) came to the same conclusion by explaining it with the concept of internal verbalizations - both general and fragmentary. Not every item of thought required a verbal code and thus reaction times were shortened. By developing the ability to think in the target language, the student is actively forced to develop an intuitive notion of the language which short-circuits his intellectual mechanism.

Vedel (1963), quoting Marx, maintains that although thinking actively in the target language is necessary for practical mastery of the language, an initial period of translation must be tolerated before the student develops an adequate vocabulary in the target language to be able to think in it. The teacher's task, then, becomes one of keeping this period of translation to a minimum. Belyayev also advocates that any new material which includes grammar and syntax first be introduced (if necessary) in the native language, provided that not more than 15% of instruction time be spent in this way.

The principle of visuality

The acceptance of the theory is generally widespread as it is admitted that memorization is helped - particularly in the younger students - when some concrete object or the pictorial representation of an object is visible to them.

The principle is in line with Pavlov's two signalling systems. A person reacts to things by means of the first signalling level and at the second signalling level he reacts to the token of such things. When sound signals designate concepts and concrete things, then the second signalling system perceives these sounds as language rather than simple noise. Thus Ginsburg (1960) reports that for pre-school children, visual presentation assumes a greater importance than translation - the pictures being arranged along various themes. Mandelshtam (1960) also mentions the use of visual aids arranged according to topics such as "The student day". Agurova (1959) maintains that students should be able to describe pictures depicting for example, the four seasons. Starkov and Shklieva (1963) point out that because reading hinders correct pronunciation, emphasis must be placed on oral work which can most efficiently be introduced with visual aids.

Of all these authors it is Belyayev who, while not denying the principle of visuality, points out that if carried too far, the principle may help to consolidate the objects themselves rather than the linguistic phenomenon associated with the object. In any case, the principle of activeness and the notion of developing thought in the target language would mean that the objects are not the primary goal of learning a language, but rather the learning of equivalent concepts and life-like situations is the basic goal to be pursued.

The principle of consecutiveness

Three different sequences are referred to:

(a) from the known to the unknown,

(b) from the simple to the complex: for example, the present tense is to be introduced before the past tense. Belyayev (1965) also sets up a series of sequences which all follow the following pattern: from oral to written language and from passive to active forms. Thus, one could establish the sequence: listening, speaking, reading and writing; and

(c) from the proximate to the distant. Agurova (1959) and Mirolyubov (1961) show that by going from such topics as the classroom to the street, the city and, finally, the capital of the country whose language is being taught the students' field of interest is gradually enlarged: his own being at the centre.

The principle of systematicness

Each teaching method must be started in a step-by-step fashion and then generalized at the more advanced stages. It implies an internal consistency of method and clear-cut presentation and categorization of linguistic phenomena. The systematization of such knowledge will help in the consolidation of the associations formed while learning the language. It is only when the linguistic features of the language are known that the development of habit forming processes in the target language can take place. Visual aids, tabulations and some theory (not theorizing) are other means of putting the principle to practical use.

Artyomov (1967) has presented a statistical model by analysing the rates of probability of occurrence of certain lexical, grammatical and syntactical phenomena. The analysis leads to a systematic derivation of the most common (and, therefore, most useful) items. The procedure is justified as no system of foreign language teaching should include superfluous material or infrequently-used patterns of speech. The concentrated version of the language is referred to as the micro-language (c.f. Français Fondamental).

The principle of accessibility

Artyomov (1960) refers to the teacher as an accessible source of information to the students. The subject matter presented by the teacher should be within the upper limits of the intellectual reach of the student: both in terms of introducing new material and the number of difficulties which are introduced at each successive step - one difficulty being dealt with at a time. It is posited that the student will develop an intuitive feeling for the language, and so lead him to the point of automatism in his speech habits. The presentation of one difficulty at a time also means that two forms of the language should not be presented at the same time: reading and writing should not be tackled simultaneously, for example.

The principle of durability

If the formation of new speech habits is to be successful, then such linguistic associations and habits must be of a lasting nature. Memory, repetition and revision play a major role in the success or failure of the application of the principle. Repetition consolidates the nerve connections which themselves are an essential feature of comprehension. The motive force behind this repetition is the recency of the learnt material and its perceived utility.

Before being presented with the observations and results of foreign language teaching in Armenia, the reader, having absorbed the theoretical orientations of such teaching, will be provided with an opportunity to find out the departure point of the students in Armenia: their mother tongue. This is the content of the next chapter.

CHAPTER FOUR

LINGUISTIC ASPECTS OF THE ARMENIAN LANGUAGE

Note to the reader

> The investigator's candidacy examining committee requested that a chapter on the linguistic aspects of the Armenian language be included in the dissertation for the benefit of many readers who would not be familiar with Armenian. The chapter is primarily informational and the reader who does not need information on the Armenian language can proceed directly to chapter 5.

Introduction

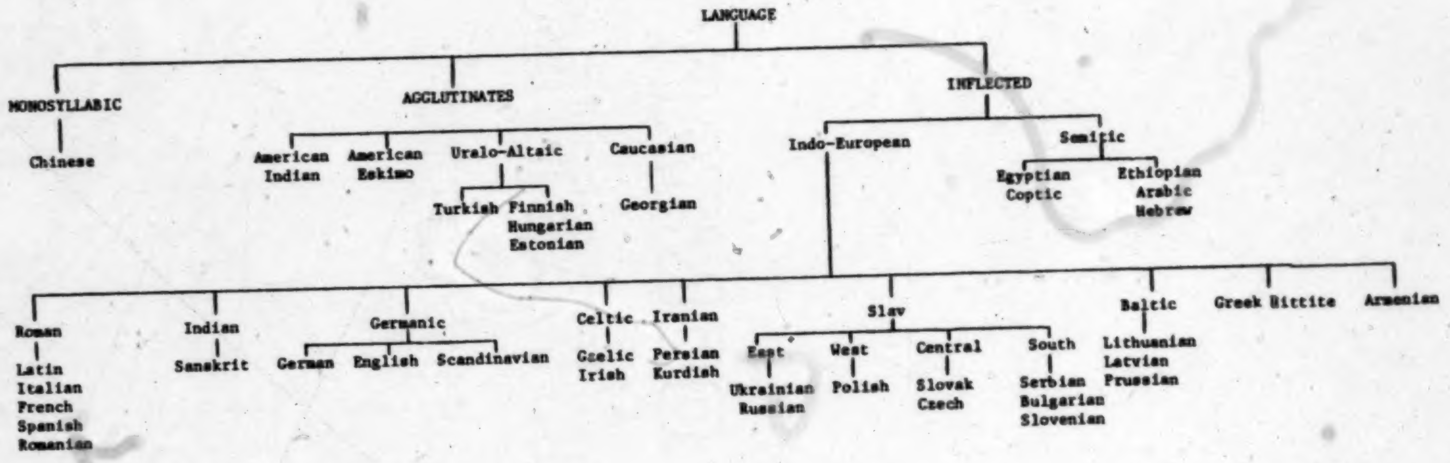
Armenian is the mother tongue of all the students who participated in the testing program of the Armenian Specialized schools, General schools and the Bryoosov Institute. In order to provide a linguistic bench-mark for these students, it is necessary to describe the principal features of the Armenian language. This chapter will look at Armenian philology and grammar insofar as these may be of relevance to the reader. The historical sketch mentioned in the Introduction is also included.

Philology

Although Armenian's position as an independent branch of the Indo-European group of languages is presently accepted by linguists (Table 1), this classification was proposed as a new discovery by Hübschmann as late as 1875 - about one hunred years after Sir William Jones proposed that languages

TABLE 1

A CLASSIFICATION OF LANGUAGES


LANGUAGE
MONOSYLLABIC
Chinese
AGGLUTINATES
American Indian
American Eskimo
Uralo-Altaic
Turkish
Finnish
Hungarian
Estonian
Caucasian
Georgian
INFLECTED
Indo-European
Semitic
Egyptian
Coptic
Ethiopian
Arabic
Hebrew
Roman
Latin
Italian
French
Spanish
Romanian
Indian
Sanskrit
Germanic
German
English
Scandinavian
Celtic
Gaelic
Irish
Iranian
Persian
Kurdish
Slav
East
Ukrainian
Russian
West
Polish
Central
Slovak
Czech
South
Serbian
Bulgarian
Slovenian
Baltic
Lithuanian
Latvian
Prussian
Greek Hittite
Armenian

Source: Falinski, 1963

such as Sanskrit and Irish were related within a family of languages which was called "Indo-European" (Greppin, 1976 and Mann, 1963).

Karst (1930) mentions that prior to Hübschmann's work, the first westerner to study the Armenian language in a scholarly context was the Papal Nuncio in Armenia, Bartholomaeus of Bologna, who received his posting in 1316. After a lull of about three centuries, Rocca, Firomalli, Rivola and Galanus published lexical and grammatical studies of the Armenian language. Armenian studies in the West received a big boost when, in 1717, a catholic Armenian monk named Mekhitar Petrosian, established the Monastery of the Mekhitarist Congregation in Venice (Italy). He and his followers fled their native town of Modon when it was captured by the Turkish hordes. Some sixty years after their establishment in Venice, another branch of the Congregation was founded in Vienna (Austria). By means of their erudition and their printing presses, the Mekhitarists became - and still are - the showcase of Armenian Culture in the Western World.

Just prior to the arrival of the Mekhitarists in Europe, Schröder in Amsterdam published his Thesaurus Linguae Armenicae. This first attempt at a systematic account of Armenian Philology is still regarded by some scholars as a fundamental and useful text on the subject. Based as they are on knowledge preceding the concept of an Indo-European language classification, his conclusions erroneously suggest that Armenian was a language related to Egyptian. The basis of this theory was the similarity of certain biblical names to Armenian as well as the hieroglyphic-shaped capital letters of certain Armenian manuscripts. Schröder was not deterred by the fact that these similarities are very scarce and tenuous and he also overlooked the fact that hieroglyphs predated that particular Armenian Art form of manuscript illumination by about ten centuries (Avedissian, 1957).

To muddy the issues further, Schröder's contemporaries, Acoluthus and Tromler, postulated that Armenian resembled a hypothetical proto-Nilotic language which predated Coptic, and which was contemporary with a proto-Semitic language. Thus, Armenian was thought to be the northern-most geographic extent of this hypothesized proto-Nilotic and Semitic language system. After dealing with Armenian etymology in such a fashion, Schröder then went on to pair certain Armenian words with their equivalents in Russian, Latin, Greek and German. He believed that such pairing proved the Armenian origin of these western languages!

Armenian philology lay dormant again for another century when Pott and Bopp simultaneously published their works on Armenian Etymology and Comparative Grammar. By this time (1833), Armenian's links with the Indo-European family of languages was suspected if not actually accepted. Etymologies were derived from Sanskrit cognates of Armenian words for mother, father and five amongst others. Their principal conclusion is that Sanskrit p is represented by Armenian h. In 1837, Petermann firmly established that Armenian was an Indo-European language. From his etymological studies he postulated more equivalents as follows:

1. Armenian initial g and Sanskrit v
2. Armenian dz and Sanskrit ks
3. Armenian h and Sanskrit, Greek, Latin p
4. Armenian h and Sanskrit, Latin s
5. Armenian kh and Sanskrit sv, and
6. Armenian kh and Latin qu.

Windischmann, a contemporary of Petermann, was also concerned with the links existing between Armenian and Sanskrit. He was also of the opinion that Armenian was definitely an Indo-European language. As mentioned earlier, however, its independent status within that family of languages was to be recognized some thirty years after Petermann's and Windischmann's studies.

The considerable number of words of Persian origin led scholars of the time to consider Armenian as being a branch or dialect of the Persian language of the Parthian period. The foreign words penetrated the Armenian language when the country had close ties with the Parthians from the third century B.C. to the third century A.D. Commenting on the

TABLE 2

SOME INDO-EUROPEAN/ARMENIAN CORRELATIONS

Indo-European	bher (carry)	pater (father)	bel (strength)
Sanskrit	bharami	pitar	balam
Latin	fero	pater	debilis
Germanic	bear	fadar	pal
Armenian	berel	hayr	bark

Indo-European	dh	d	t	g^wh	g^w	k^w
Germanic	d	t	th	g	k	h
Armenian	d	t	t'	g	k	k'

Indo-European	a	e	i	o	u	a	e	i	o	u	k
		/\		/|\							
Armenian	a	e i	i	a o u	u	a	i	i	u	u	s

Sources: Greppin, 1975
Mann, 1963

cause of the existence of such a notion, Mann (1963) writes:

> Primary Iranian p̲ in unstressed syllables is represented in early loan words by h̲, a fact that misled early etymologists into believing that Armenian was an Iranian language, since Armenian also converts the IE p̲ of inherited forms into h̲ (p.x).

Greek loans are also prominent in Armenian. Although Alexander the Great did not personally conquer Armenia, Armenia was incorporated into his empire and the Hellenic influence may be seen in the historical legacy of that period in Armenian history. Indeed, even in 278 A.D., when the Armenian king at that date proclaimed the State religion as being Christianity (the first nation in the world to do so), it was the Greek language which provided the terms used for the conversion from paganism.

Thus, unlike the words of Persian origin which infiltrated into Armenian in the course of personal contacts between Armenian and Persian commoners, Greek words were borrowed into the language by Armenian rulers and intellectuals in the process of absorbing a new facet of Armenian culture. The Armenian words for church, bishop, diocese and heathen are examples of such Greek loans. Hübschmann puts the number of words borrowed from Greek (including some words of Latin origin which entered Armenian via Greek - but excluding proper nouns) at about 500.

Armenian Philology is not complicated just by Greek and Persian loanwords. Hübschmann (1897) lists 133 words of Syriac (Aramaic) origin, 10 words of French origin and 10 words of unknown origin - besides the 438 genuine Armenian words.

The syriac language had its greatest influence from the beginning of the Christian era to the fifth century. For the rulers of the Persian-dominated section of Armenia, it represented a convenient way [illegible]ning Greek (Byzantine) influence as well as providing a vehicle for the Christianization of Armenia.

The French words came into the language through the Crusaders who were on their way to battle in the Holy Land. By and large, they consist of court titles such as baron which, today, means "mister" in Armenian. Incidently, it is from this period that the sound differences which gave rise to the two forms of modern Armenian started (see Table 3).

Yet another source of loan-words has been traced to the Hittites and, tentatively, to the Urartians. So far, some sixty words have Hittite origins. They are thought to have been assimilated into the Armenian around 1500 B.C. when the proto-Armenians came into contact with the Hittite Empire on the plains of Anatolia. The Urartian connection has been studied extensively by Djahoukian (1973-74). Greppin (1976), however, does not seem to think that this link is a valid one.

Even though lexical links are an important source of data for language classification, this type of evidence is not as conclusive as that obtained by looking at noun and verb paradigms. Thus, such things as noun declensions and verb

TABLE 3

PHONETIC ALPHABET FOR ARMENIAN, FRENCH AND ENGLISH

(PART 1)

		Bilabial	Labio-Dental	Dental and Alveolar	Retroflex	Palato-alveolar	Alveolo-palatal	Palatal	Velar	Uvular	Pharyngal	Glottal
Consonants	Plosive	p pʰ b		t tʰ d					k kʰ ɡ			
	Fricative		f v	θ ð s z		ʃ ʒ			x ɣ	ʁ		h
	Affricate			ts tsʰ dz		tʃ tʃʰ dʒ						
	Nasal	m	ɱ	n				ɲ	ŋ			
	Lateral Fricative											
	Lateral Non-fricative			l					ɫ			
	Rolled			r								
	Flapped			ɾ								
	Frictionless Continuants and Semi-vowels	w ɥ		ɹ								
Vowels	Close							front central back i y u ɪ ʊ e ø o ə ɛ œ ʌ ɔ ɐ æ a ɑ ɒ				
	Half-close											
	Half-open											
	Open											

TABLE 4

PHONETIC ALPHABET FOR ARMENIAN, FRENCH AND ENGLISH

(PART 2)

Symbol	Armenian Alphabet	English example	French example
p	պ	sPin	PaPa
pʰ	փ	Pin	
b	բ	Bin	Beau
t	տ	sTop	Ta
tʰ	թ	caT	
d	դ	Day	Dans
k	կ	sKip	Car
kʰ	ք	meeK	
ɡ	գ	Goose	Gare
f	ֆ	Fame	Fer
v	ւ, վ	Very	riVe
θ		THIn	
ð		THe	
s	ս	See	Si
z	զ	Zoo	Zone
ʃ	շ	SHe	CHat
ʒ	ժ	meaSure	Gigot
x	խ		
ʁ	ղ		Rattraper
ʀ			Rire
h	հ	House	
ts	ծ	hiTS me	
tsʰ	ց	TSe-TSe	
dz	ձ	aiDs	
tʃ	ճ	CHeese	
tʃʰ	չ		
dʒ	ջ	larGe	
m	մ	Milk	Mont
ɱ		coMfort	
n	ն	No	boNNe
ɲ			siGNe
ŋ		siNG	
l	լ	Leaf	Lait
ɫ		iLL	
r	ռ		
ɾ	ր		
w		Wire	OUate
ɥ			nUit
ɹ		stRong	
j	ե, յ	Yes	pIed
i	ի	sEE	nId
y			sU
u	ու	fOOd	pOUr
ɪ		bIt	
o		clOAk	
e	է	gEt	thé
ø		bIRd	pEU
o	ո, օ		pOt
ə	ը	othER	lEver
ɛ		fAIr	lAIt
œ			sEUl
ʌ		cUp	
ɔ		nOt	fOrt
æ		hAd	
ɤ		sofA	
a	ա	flY	pAtte
ɑ		fAther	pAte
ɒ		cOt	

endings provide the more important evidence of Armenian's Indo-European characteristics. Before describing some characteristic relationships, it is necessary to explain what is meant by Indo-European. Greppin (1976) says that before 2500 B.C., the nomadic tribes of Indo-Europeans were united and spoke essentially the same language. By the date mentioned above, however, they constituted a non-homogeneous sub-stratum to the extent that their once common language became differentiated into the principal Indo-European branches: for example: Sanskrit, Celtic and Armenian, to name just a few (see Table 1). This would compare to the position of Latin in Europe at the beginning of the Christian era to its state by medieval times: what was once a single language evolved to Italian, French, Spanish, Romanian and Portugese.

One feature which makes Armenian philological studies complex is the bifurcation and even trifurcation of some of its sound forms from their Indo-European antecedent (see Table 2). A complete list of equivalents is given by Hübschmann (1897, p. 407). Another is the shift from IE k Arm s shift (Table 2). The example for Arm. sirt to Gk. kardia (heart) was thought to warrant classifying Armenian as a "satem" language - i.e. in the same group as Indic, Slavic, Baltic and Iranian (Mardirossian, 1975 and Meillet, 1972). However, according to Greppin (1976), this criterion of language groupings may not prove to be useful. Kurylowicz provided a better classification by grouping Armenian, Greek (a centum language, incidently), Phrygian and a very poorly documented language, Thracian, as "South Indo-European".

Grammar

Because of the combination of isolation due to the difficult, mountainous terrain of Armenia, the forced migrations due to persecution in the hands of foreign invaders, and the frequent political separation of the country by these invasions, the Armenian language has developed many oral forms but basically only two dialects: the Eastern (used in the Soviet Union, Persia, India and the rest of the Far East as well as the area east of Van prior to the massacre of the Armenians in that area in 1915), and the Western which is spoken in the other countries of the Diaspora. With the exception of some 150 dissimilarities, the dialects use the same lexicon.

More important differences exist in the dialects' orthography and grammar. Mesrob Mashtots invented the Armenian alphabet in 404 A. D. Although it is based on the Greek script, it is differenct from it in that Armenian has 36 letters representing the phonemes of Armenian. The invention of the alphabet gave a new vehicle of preservation to the language. It also gave rise to what is now known as the Golden Age of Armenian Literature (fifth century A. D.) - when religious texts (including the Bible) were translated into Armenian and many other original treatises were written by the clergy and other scholars, (Inglisian, 1963). Classical Armenian has remained unchanged to this day and is used in the services of the Armenian Church.

During the existence of the Cilician Kingdom (1080 - 1375) "o" and "f" were added to the alphabet's letters. Furthermore, an analysis of the inscriptions from Cilicia points to a gradual deterioration of the original phonetic qualities of the alphabet. The language of the common man was evolving in various directions - but only the Classical language remained the accepted written form. With the emancipation of the Armenians in the nineteenth century, the oral language became the medium of literature and the problem of orthography came up. Whereas the Diaspora as a whole has stuck with the orthography in use in the classical language, the Armenian S. S. R. has tried to rationalize Armenian spelling so that each letter would represent only one sound of the language. By 1940, a strictly phonetic system was in use which attempted to alter people's reading habits so profoundly that it eventually had to be discarded for a compromise solution which is still basically phonetic but makes certain concessions to traditional spelling, (Avakian, 1975-76). The concessions are not at all numerous and an Armenian student of foreign languages has to cope with a far more complicated system of spelling when he studies French, English or Russian: besides the fact that the alphabets to be learnt number three.

Punctuation marks are different in Armenian than they are in English or French. The full-stop is signified thus (:). The colon and/or semi colon take the form of (.) but the comma is common to all three languages. In addition, Armenian has a mark similar to an apostrophe which may signify either a short rest or the ommission of a phrase or word in a sentence, i.e.: The plates were full of food, the glasses (') of wine. The question mark in Armenian is placed over the last syllable of the word in question. Thus the inherent ambiguities of a question such as "Did you see your mother today?" do not exist in Armenian. If the questioner was interested specifically in the person who was seen today, Armenian punctuation for this question would be: "Did you see your mothe՞r today:" (Note that the question ends with a full-stop). Similarly, the Armenian exclamation mark (~) is placed on the last syllable of the word which is stressed. As may be inferred from the positioning of the last two punctuation marks, the stress of all multisyllabic words in Armenian always falls on the last syllable except for the definite article suffix (ə) which is never accentuated. Capitalization rules in Armenian are the same as for the two foreign languages considered in this thesis. (Gulian, 1965; Kogian, 1949).

The following overview of Armenian grammar proper will show that mastering a new alphabet, orthography and punctuation are not the only problems to be tackled by the Armenian student of French and English.

There is no gender in Armenian. Unlike in the English language, even pronouns have no gender. Natural gender (boy, girl, bull, cow) is expressed by means of different words. Some words (student, prince, pupil) form their feminine by means of the suffix - oohi. On the other hand, Armenian nouns are declined according to their grammatical function in a sentence. The suffixes used in these declensions are different for the Eastern and Western forms of the language. The descriptions given below refer to the Eastern dialect as used in Armenia and are based on the standard school grammar text. (Aghaian and Barseghian, 1976)

There are nine parts of speech in Armenian.

I. (a) Nouns are of the following types:

(i) physical or non-physical, i.e. tree, joy,
(ii) persons or things, i.e. mother, horse,
(iii) general or specific, i.e. school, Yerevan

(b) Nouns are:

(i) singular or,
(ii) plural - formed by adding -er to monosyllabic nouns or -ner to polysyllabic ones, i.e. dzar/dzarer, ashakert/ashakertner.

(c) Nouns may be used in two ways:

(i) in a definite sense denoted by the suffix - for nouns ending in consonants and -n for those ending in vowels.

(ii) in an indefinite sense denoted by a lack of any suffix.

(d) Nouns have seven declensions. Declensions involve suffixes, stem changes or both of these methods. Because of their different forms, rules of syntax in Armenian are not as rigid as those in French or English. The paradigms of the declensions are given in Table 5. The genitive singular endings are used to name the various ways of declension i.e. "the -i declension".

II. (a) Adjectives generally precede the noun they qualify, without, however, being declined themselves.

(b) Qualitative adjectives may exist in three degrees of comparison. The comparative and superlative are both formed by adding words to indicate each degree. The compared noun may be preceded by a word to denote it as such, or it may simply be put in the ablative.

(c) Correlative adjectives show a relationship between the nouns they qualify. There are no comparative forms. These adjectives may take the endings of the genitive case.

(d) Adjectives may be used as nouns. In these cases, they assume noun declensions.

(e) Adjectives may be formed by adding prefixes or suffixes to a root or stem.

III. Numerals - They are of two types:

(i) Cardinal: whole, fractional or distributive, and

(ii) Ordinal: rank orders

TABLE 5

THE DECLENSION OF NOUNS

CASE	ANSWERS TO QUESTION	EXISTING FORM(S)	CHANGES	
			ENDING	STEM
NOMINATIVE	who? what?	indefinite & definite	none	none
GENITIVE	whose? of what?	indefinite only	-i, -va, -otsh, -an, -oo, -ts	vowel or diphthong changes
DATIVE	to whom? what? when? where? what for?	indefinite & definite	as in the genitive case	
ACCUSATIVE	whom? which? how much? where? when? how long for?	indefinite & definite	inanimate objects: nominative animate objects: dative	
ABLATIVE	from whom? from what? from where? from when?	usually indefinite	-its -oots	none
INSTRUMENTAL	with whom? with what? when? how long? how?	usually indefinite	-ov -b	none
LOCATIVE	where? in what? in what time span?	indefinite only	-oom animate: genitive plus link word	none

Source: Aghaian and Barseghian, 1976

Nouns which usually follow the numerals may be in the singular if the noun refers to measure, price, quantity or time. They are in the plural if used in the definite sense. When numerals themselves are used as nouns, they are not used in the plural and follow the -i declension.

IV. Pronouns - In Armenian, pronouns may be used instead of nouns, adjectives, adverbs or numerals. They may be:

(a) personal: These may be used to denote number (singular or plural), person (first, second or third) and are declined. The second person singular has a formal form as in French.

(b) demonstrative: These are declined and may be either singular or plural.

(c) reflexive: This type has a plural form only. Although it is declined, it has no nominative or locative case and its genitive, dative and accusative forms are identical.

(d) interrogative: Singular and plural forms exist and there are declined cases which follow the -i pattern.

(e) relative: same as (d) above.

(f) definite: Declined using the -i pattern.

(g) indefinite: Declined using the -i pattern.

(h) negative: Exists in the singular only and is declined.

(i) particles: These are added to nouns or pronouns to show possession, person, specificity of demonstration.

V. Verbs 4 (see Table 6) These are defined as being any word or words in a sentence which show the action or status of their subject. Verbs are conjugated to denote person, number, tenses, moods and voices. They are basically classified as personal (predicates - specifying tense, mood, person and number), or impersonal (participles - without the four attributes of the predicates except when used with an auxiliary).

A. Predicates

1) Person: As in English and French, three persons exist - first, second and third. Verbs in the first and second person may have only personal pronouns as subjects. Verbs used in the third person, however, may have other parts of speech as their subjects, when these are used as nouns. Because verbs in Armenian show their grammatical person by means of their suffixes or their auxiliaries, personal pronouns (subjects) are frequently omitted altogether.

2) Number: As in the case of pronouns, verbs are used either in the singular or in the plural (two or more). Verb conjugations are sensitive to number.

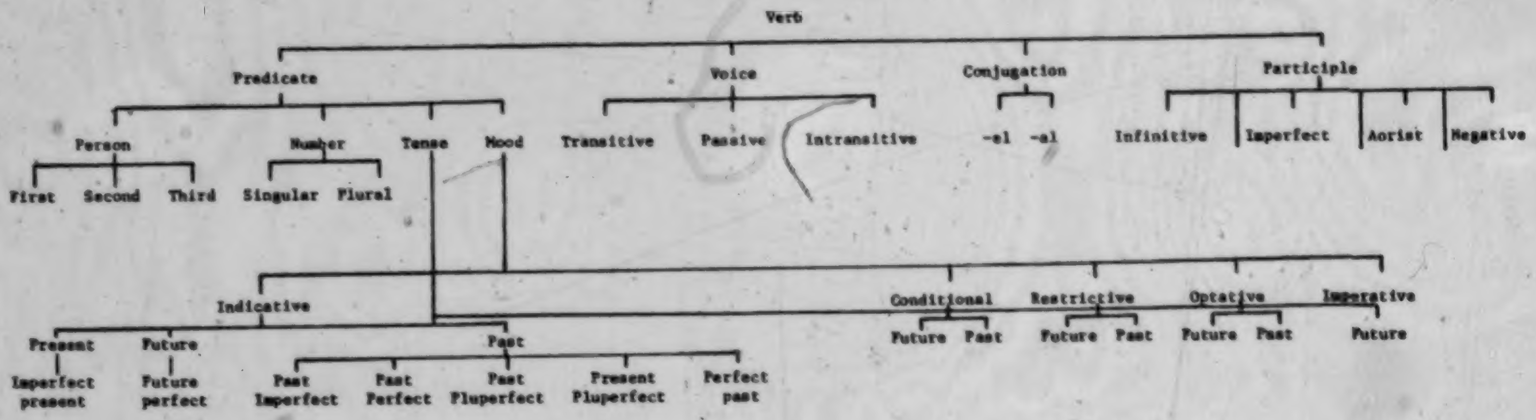
3) Tenses: The present, past and future are the three basic tenses in Armenian.

4) Moods: There are five moods:

a. Indicative - the verb denotes a certain operation which is to take place, has taken place or which takes place.

TABLE 6

VERB SCHEMA


Verb
Predicate
Voice
Conjugation
Participle
Person
Number
Tense
Mood
Transitive
Passive
Intransitive
-el
-al
Infinitive
Imperfect
Aorist
Negative
First
Second
Third
Singular
Plural
Indicative
Conditional
Restrictive
Optative
Imperative
Present
Future
Past
Future
Past
Future
Past
Future
Past
Future
Imperfect present
Future perfect
Past Imperfect
Past Perfect
Past Pluperfect
Present Pluperfect
Perfect past

Source: Aghaian and Bareeghian, 1976

b. Optative - when a wish or desire is expressed, the verb is in the optative mood.

c. Conditional - this mood governs the verb whenever it refers to a statement based on an assumption or one which involves a prior commitment. It is also used whenever the action is certain to take place.

d. Restrictive - the action or state in this case is imposable or is absolutely necessary to be carried out.

e. Imperative - this is the mood used for commands, supplication or suggestion.

5) Voices: The relationship, shown by the verb, between the subject and other entities in the sentence is called the voice. Armenian recognizes three voices:

a. Transitive - the verb requires that the subject have something to act upon. The latter would be a noun (direct object) declined in the accusative case.

b. Passive - the verb denotes an act which the subject bears on itself as a result of an effect. In this case, the indirect object is in the ablative case.

c. Intransitive - a verb is said to be intransitive when its subject does not act on any other entity in the sentence nor is affected by any such entity.

Some intransitive and transitive verbs have the same form. They differ in their use of a direct object, and in the fact that transitive verbs (only) have a passive form.

Furthermore, some intransitive and passive verbs also have the same form. The passive voice, however, requires an indirect object and also can be changed to a sentence wherein the subject becomes the object.

B. Participles

There are seven types of participle in Armenian.

a. Indefinite (infinitive): this form gives the general idea of the action or state. It is the initial form of the verb: its name. It has an -el or -al ending after the root section of the verb, is never used with an auxiliary, has no plural form and when used as a noun takes the -oo declension.

b. Incomplete (imperfect): this participle describes the action or state while incomplete or in the process of taking place. The root takes an -oom ending and may be used as a predicate with an auxiliary.

c. Completable (perfect): when an action or state is to be completed or can be completed, the participle takes an -oo ending after the indefinite form and may be used predicatively with an auxiliary.

d. Complete (pluperfect): this form of the participle is used to show a completed, finished state of an action. The endings are -el or -atsel.

e. Aorist: this form is used to show an object's state or status as a completed action's consequence. Its typical endings are -adz or -atsadz.

f. Subjective: in this case, the participle would show an object's actions or states as a function of its properties. The endings are -ogh or -atsogh. They have no personal form and are used in a sentence to add to the meaning of a noun. This form may be used with an auxiliary.

g. Negative: the negative participle expresses an operation which is negated by means of the auxiliary's forms. The endings are -i or -a.

C. Conjugation

The mood, tense, person and number of a verb are denoted by changes in the verb. The system of changes is called the conjugation. If one considers the five moods and three basic tenses mentioned above, the Armenian language contains the following scheme:

1) Indicative mood

a. Present. One form only exists. It is used to show the the action is definitely taking place at the time of the statement and is not yet completed.

b. Future. The one form which exists is used when the action is definitely to take place after the statement is made.

Both the present and the future forms use the same auxiliary - the participle alone being different in either case. The participle remains unchanged through each conjugation - person and number being denoted only by the auxiliary verb.

c. Past. Five forms exist -

(i) incomplete past: the action is started in the past but is still in progress at the time of the communication. It is formed with the incomplete participle and the past tense of the auxiliary.

(ii) complete past: the action is considered to have been definitely completed in the past. It uses the complete participle with the past forms of the auxiliary.

(iii) pluperfect present: used to describe an action which has been completed in the past. It uses the pluperfect participle and the present tense of the auxiliary.

(iv) pluperfect past: shows an action which was completed before a certain time also in the past. Formed by means of the pluperfect participle and the past tense of the auxiliary.

(v) past perfect: the action starts and is completed prior to communicating about it. It is conjugated without an auxiliary.

2) Optative mood

Exists only in the future and the past tense.

a. Optative future: expresses an individual's desire or wish regarding an action which is to take place.

b. Optative past: used to denote the wish or desire for something to have happened in the past.

3) Conditional mood

Exists only in the future and the past.

(i) Conditional future: this tense is used to express an action which may take place subject to certain conditions, assumptions or, sometimes, an operation which is definitely to occur. It is formed by means of the prefix g- added to the optative future.

(ii) Conditional past: denotes an action in the past which may have taken place subject to certain conditions or assumptions.

4) Restrictive mood

Exists only in the future and the past.

(i) Restrictive future: the action takes place in the future under necessary, imposable conditions or under duress. It is formed by putting piti or petk e before the optative future participle.

(ii) Restrictive past: by means of the optative past participle and the words piti and petk e an action in the past can be expressed when such an action was imposed or was carried out under duress.

5) Imperative Mood

Exists only in the future tense and in the second person (singular and plural).

VI. Adverbs - These words show place, time, measure, type and quantity with respect to the verb which they modify. They are not declined and do not take an article.

VII. Link words - Their grammatical function is to join a word to the verb in the sentence, thus making that word an object of the verb. They may take on the roles of declensions. If put before a noun, pronoun, or any other word used as a substantive, link words are called prepositions. They are postpositions if they follow such words. Sometimes they may be declined themselves. The words they are associated with, however, are always declined.

VIII. Conjunction - These words join sentences or parts of sentences. They are categorized according to whether they join parts of relatively equal or unequal importance.

IX. Interjection - Words which are used in calling, exclaiming or in highly emotional situations are called interjections.

Having gone over Armenian philology and grammar in a cursory manner, one other aspect of the language has to be considered insofar as it also may affect a student's performance in learning a foreign language namely: the extent to which Armenian is used in Armenia. If a foreign language (at least at the individual Republic level of each constituent Republic of the U.S.S.R.) such as Russian is used to such an extent by Armenians in Armenia, then perhaps another foreign language such as French or English would also be accepted and learned. Indeed, in a nationalistic Republic such as Armenia, a western language may be more easily acceptable because of social and political ramifications.

As shown by the 1970 Census, the Armenians as an ethnic group have the lowest percentage of their group living in their own Republic within the borders of the U.S.S.R. (62.0%). On the other hand they have the highest percentage (88.6% of natives within their own Republic. They also have the largest proportion of their people living outside the borders of the U.S.S.R. Although one may find Armenians in every major city of the U.S.S.R. one rarely finds anyone but Armenians within Armenia.

In terms of language retention, factors such as immigration and locale have their influence (Glyn Lewis, 1972). Although there was a time when the Armenian intelligensia sent their children to Russian schools for all the material, professional and social benefits which a thorough knowledge of the Russian language would bring to a child, the latest trend is to develop a greater national pride by sending children to Armenian schools. Indeed, it is common knowledge in Armenia that even in the streets of such nationalistic areas as Tbilissi and Tallinn one can hear far more Russian being spoken than in Yerevan. Many claimed that the only time Russian was thoroughly learned by most Armenians was when the males went for their military service. The next section provides an historical account of foreign-language learning and the Armenians.

Historical sketch

From about the fifth or sixth century B.C. when the Armenian Kingdom of Urartu was founded to the late part of the third century A.D. when, in 287, Christianity was proclaimed the State Religion for the first time in the annals of History, Armenia was under the influence of the Hellenic culture. The court abounded with writers fluent in Greek and Greek theatre was an accepted part of the Royal entertainment.

This Hellenisation, from its inception, set the Armenians apart from the people who surrounded them - a fact which is mentioned in Xenophon's Anabasis. With the typical zeal of new converts, the Armenians set about educating the younger generation of the hereditary pagan priesthood. As the new faith had the backing of the State, so too did the newly established school system. This tendency towards public education, however, created a new problem. Greek and, to a lesser extent, Persian had the status of official languages but were, in fact, foreign to those people who were being educated. It was Mesrob Mashtots (later canonized by the Armenian Church) who devised the way out of this dilemma: he created an Armenian alphabet in 404 A.D. - thereby enabling the use of Armenian in the schools rather than Greek. The fifth century proved to be the Golden Era of Armenian literature and general cultural and educational advancement. The need was apparent for a revamping of the educational system. Two school systems were instituted: the one in the capital (Vagharshapat) trained the future leaders of the state; while the other system, disseminated across the land, was used by the population at large.

It should be stressed that both systems had the financial backing of the Royal Purse. Whereas the old school system emphasized the study of Greek, Persian and Syriac (thus being, in fact, foreign language schools) the new systems put their emphasis on Christian Ideology and Dogma, Armenian Language and Literature, Rhetoric, Church Music, Grammar, Logic, Writing and Copying of Manuscripts.

As can be seen, with the Christianization of the land, foreign influences (particularly languages) were greatly diminished and the Church, acting through Public Accounts, gained supremacy in educational matters. This trend proved to be remarkably durable; lasting, as it did, to the period of secularization and nationalism of the latter half of the nineteenth century. The foregoing should not be construed to mean that the Hellenistic influence died a sudden death. Many scholars still travelled to such centres as Alexandria and Athens. The flowering of the cultural scene in Armenia was short-lived, however, for with the death of the King and the Catholicos (Head of the Armenian Church) in 439, Armenia became the victim of Persian attacks and, naturally, educational matters were pushed to the background.

Abandoned by the rest of the Christian world while facing attacks from the Zoroastrian Persians and, later, the Muslim Arabs, Armenia suffered the collapse of its public education system. Scholars still worked, but only in the Monasteries of the Church - most notably the Sunyats School in Shoghzad and the one which was founded in the Monastery of Datev. In 885, both the Byzantine Emperor and the Arab Khalif granted independence to Armenia and the Monasteries of Narek and Sanahin picked up the thread which was cut some 400 years earlier. Hellenistic influences stubbornly prevailed: Plato, Aristotle, mathematics, grammar, rhetoric, poetry and music were common subjects in the curriculum of Armenian educational establishments of that time.

The appearance of the Seljuk Turks forced the migration of Armenians into the Byzantine Empire and into Cilicia. From the 11th to the 14th century, the Cilician Kingdom of Armenia flourished basically because it was one of the few ports open to Christian shipping and trade as well as an important stopover point for the Crusades. These two facts combined to rid Armenian schools finally of Hellenism - only to replace it with the influence of the French and Latin languages. Schools once again sprang up; but these were not run along the lines of the old public school system - the schools being reserved for the sons of the clergy and noblemen.

The new foreign languages opened the way to Roman Catholic proselytism. The consequent attention given by the official Armenian Church to its teachings led to a rebirth of the Monastery schools of Datev where damnation in Hell was preferred to the Roman Catholic Heaven promised by the newcomers.

Just as had happened many times earlier in its History, the Armenian Nation was once more hindered in its educational development. This time, the Mamelouks, Mongols and, later the Ottoman Turks came in successive waves: laying the country in ruins and plunging Armenia into intellectual darkness. The only bright light was the establishment, in Venice, of the Mechitarist order of monks. These monks printed (in 1512) the first book in the Armenian language and otherwise devoted themselves to the educational progress of their Nation. As if they anticipated the need 100 years in advance, they also wrote the first book of Armenian Grammar in the vernacular: a book which later came to be used in almost every Armenian school of the nineteenth century.

The rebirth of Armenian education started slowly at Etchmiadzin and Amarlou in the seventeenth century. The growing internationalization of the Armenian question through the publication of such documents as the Hatti Sherif, Hatti Humayoun and the international treaties of San Stefano and Berlin (Anderson, 1970) aroused the American Missionary movement into action. Once again, a system of public schools was created and the Armenians, unlike the Turks, Kurds and other Muslim groups, eagerly attended these schools. Although their goal of converting the Armenian population to the protestant faith proved to be rather elusive (the Armenian Church being as anti-Catholic as the Protestants themselves were) the missionaries established, in a remarkably short time, a system of elementary schools in the provinces of Armenia.

In 1855, 44 schools were functioning and, by 1871, the number had increased to 222. For the first time in modern

Armenian education, high-schools were established away from Constantinople, in the provinces. The curriculum of these schools were along Liberal Arts lines and Armenian language and literature were not emphasized. The main innovation which these schools brought with them was the method of teaching which developed the student's thinking habits rather than rote memorization.

As happened in the Cilician Kingdom, the Armenian Church rose to the challenge and sent many Armenians to Italy and France (for those Armenians who were subjects of the Ottoman Empire) and to Germany and Switzerland (for those Armenians who were subjects of the Russian Empire). Ironically enough, it was these "illuminati" who imbued with the secular ideas of European education, returned to teach in Armenia with the goal of freeing Armenian education from any Church influences.

The Armenian Internal Constitution of 1860, provided for an Educational Council to take over the organization of all aspects of the educational system for the Armenian population. The work of this Council was made easier by the creation of such organizations as the Araratian Society in the Van, Harpoot and Garin (now Erzerum) area of Armenia while the Tbrotsasiradz Arevelian Society helped in the creation of Educational facilities in the Moush, Bitlis and Dikranagert areas. The Giligian Society operated in the Cilician area. The work of all these educational organizations was stopped when massacres were perpetrated by the Turks on the Armenians in 1894 - 1896, 1909, 1915 and 1920 - 1922, in which some two million Armenians were victims of traditional Turkish barbarity.

The priority for education after the holocausts was the schooling of the tens of thousands of orphans who poured into the Russian Empire's Armenian provinces. Although the Near East Relief Organization did tremendous work by opening up orphanages, religious schools, vocational schools, agricultural schools and, most important of all in view of the atrocious health conditions of these refugees, nursing homes, the Eastern Zone of Armenia was poorly equipped to carry out any educational programs.

Two factors were the cause of this unpreparedness: the Tsar and the Armenian Church. The Armenian church leaders were desperately trying to hold on to their position of superiority within the Armenian community. They resented the trend towards a secular education and the use of the vernacular tongue in the school. The intelligentsia (educated either at the Lazarian College in Moscow or the Nersessian School in Tiflis; and subsequently in the Universities of Jena, Leipzig, Dorpat or Berne) were opposed to the status quo and rallied round such educators as Khatshadour Abovian.

On the other hand the Tsar, in 1836, made the Ministry of Interior Affairs responsible for the Armenian educational system. Furthermore, he also decreed that the Russian Language, History, and Geography were to be compulsory in the Armenian schools.

There was mass resistance to this decree. The Tsar, in 1874, retaliated by making the regulations even more repressive. As might be expected, the Armenians retaliated by forcing the closure of schools and committing acts of violence against Russian officials. In 1889, the Tsar made the teaching of Armenian History and Geography illegal and nine years later "nationalized" the Armenian Church by confiscating the lands after decreeing that the Church was to be run by Russians. When faced with the war against Japan and the almost successful attempt at assassinating the Russian Governor of Armenia, the Tsar normalized the situation by 1905.

Armenian schools reopened and by 1913 the Kevorkian Seminary at Etchmiadzin was teaching Armenian Language, History and Geography, Theology, Psychology, Physics, Mathematics and Logic. The elementary schools, though secularised, were run by the Armenian Church. Swiss and Germanic influences dominated the educational scene. From 1905 to 1912, the number of schools went from 73 to 154 and student enrollment increased from 9,080 to 13,034.

CHAPTER FIVE

THE PRACTICE OF FOREIGN LANGUAGE TEACHING IN ARMENIA

The theoretical and philosophical basis of Marxism having given rise to a methodology which was acceptable in the field of foreign language teaching, the practice of this elaborated methodology will now be examined.

Introduction

The student in Armenia has two basic routes he can take for his foreign language study: the regular or the specialized. The regular route consists of attending an Armenian school or a Russian school both of which start the instruction of the foreign language at the fifth year of the ten-year school program. The specialized route involves attending a school with specialization in foreign language instruction.

Armenian schools are by far the most common schools and contain the largest proportion of the student population. They are readily accessible to all segments of the population and are found in every sector of towns and villages. Russian is taken on a compulsory basis from the first grade as is the Armenian language. Russian schools are not as numerous as Armenian schools (especially in rural areas). Informal entrance requirements are set and attendance in a Russian school is by no means as easy as in an Armenian school. The medium of instruction is the Russian language and, in the first grade, is studied to the exclusion of Armenian so as to enable the student to cope with his other subjects as quickly as possible. The study of Armenian is started in the second year.

The third (foreign) language is studied from the fifth grade of the ten year program on a compulsory basis for all students.

The specialized route involves attending a school with specialization (in Armenian: t'ek'oomov may be more literally translated by: "with a bent", while the Russian rendering of ryad might be closer to "course", "line" or "route") in a foreign language. Armenia presently has schools with English, French and German specialization only. The number and location of these types of schools are given in Table 7. It was stressed many times to the investigator that a specialized school was closer to an Armenian school than a Russian school. The syllabus and texts used are those prescribed by the local Republic administration which does the same for the regular Armenian schools.

The Russian schools, on the other hand, follow the syllabus and texts of the All-Union Ministry of Education with the exception, of course, of the Armenian language texts and syllabus in use in Russian schools for the teaching of the language of the Republic.

The outcome of such an organizational frame-work is that the student in a specialized school learns three languages from the first grade: Armenian, Russian and French (for schools

TABLE 7

ARMENIAN SOVIET SOCIALIST REPUBLIC

NUMBER OF SCHOOLS, TEACHERS AND STUDENTS

1975-76 SCHOOL YEAR

Location	Armenian		Russian		Armenian Schools with Foreign Language Specialisation						Totals		Form
					English		French		German				
	Schools	Students	Schools	Students	Schools	Students	Schools	Students	Schools	Students	Schools	Students	
Yerevan	142 12.60	128,239 22.82	29 2.57	28,601 5.09	6 0.53	5,848 1.04	2 0.18	1,867 0.33	1 0.09	497 0.09	180 15.97	165,052 29.38	Number Percentage
Leninakan	34 3.02	27,970 4.98	3 0.27	3,250 0.58	1 0.09	884 0.16	1 0.09	633 0.11	- -	- -	39 3.46	32,737 5.83	Number Percentage
Kirovakan	22 1.95	19,990 3.56	3 0.27	2,699 0.48	2 0.18	1,076 0.19	- -	- -	- -	- -	27 2.40	23,765 4.23	Number Percentage
Remainder	840 74.53	325,187 57.88	41 3.64	15,133 2.69	- -	- -	- -	- -	- -	- -	881 78.17	340,320 60.57	Number Percentage
Total	1,038 92.10	501,386 89.24	76 6.74	49,683 8.84	9 0.80	7,808 1.39	3 0.27	2,500 0.45	1 0.09	497 0.09	1,127 100.00	561,874 100.00	Number Percentage

Subject	Number of Teachers	Percentage
English	1352	18.97
French	529	7.42
German	487	6.83
Russian	4758	66.77
Total	7126	100.00

with a specialization in French). Tables 8, 9 and 10 show the timetables of the three types of school.

Two points should be made regarding these timetables. The first is that the study of the Russian language in the first grade, for both Armenian and Russian schools, is done on an oral basis. The text used at grade one is simply a picture book depicting familiar, everyday scenes which would be familiar to all students in Armenia. The Cyrillic script is tackled in the second year on a more formal basis. Secondly, in the case of the timetable of the Specialized language schools (for which the above remarks regarding Russian also apply), the availability of teachers and texts determines whether or not the Geography and History courses are taught in the foreign language of specialization. When the possibility does exist, however, such instruction is given at the Grade 6 to Grade 8 level. No other subjects are taught in a foreign language in the specialization language.

The school-entrance quiz, usually administered by the director of studies of the school (synonymous with the position of a department head of the special language teachers), consists of an oral question and answer session with the student and his parents. The child is asked to repeat certain sounds so as to evaluate his ability to concentrate as well as his aptitude regarding the discrimination of phonemes. He is asked general questions on the city's bus service between his home and the

TABLE 8

ARMENIAN SCHOOL IN ARMENIA

TIMETABLE: 1975-76

DAY	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8	GRADE 9	GRADE 10
MONDAY	Armenian Armenian Mathematics Russian	Mathematics Russian Armenian Armenian Work Training	Russian Singing Mathematics Armenian Arm.Fau. & Flo	Physical Ed. Russian Mathematics Armenian	Armenian Mathematics Russian Geography Biology	Foreign Lang. Work Training Geography Physical Ed. Mathematics	Physical Ed. Geometry Russian Work Training Work Training	Algebra Physical Ed. Russian Lit. Chemistry Armenian Armenian His.	Armenian History Func. Algebra Russian Lit. Physics Physical Ed.	Armenian Lit. Russian Lit. Func. Algebra History Physics Mil. Training
TUESDAY	Mathematics Physical Ed. Armenian Work Training	Russian Handicrafts Armenian Mathematics	Armenian Russian Mathematics Physical Ed. Handicrafts	Russian Mathematics Arm.Fau.& Flo. Singing Armenian	Mathematics Russian Armenian Armenian Lit. Singing History	Russian History Biology Handicrafts Mathematics Armenian	Foreign Lang. Armenian Armenian Lit. Russian Singing Algebra	Geography Algebra Geometry Foreign Lang. Physics Biology	Chemistry Func. Algebra Foreign Lang. Geography Mil. Training Physics	Mil. Training Physics Chemistry Astronomy Foreign Lang. Func. Algebra
WEDNESDAY	Mathematics Handicrafts Armenian Armenian	Russian Mathematics Armenian Armenian Arm.Fau. & Flo.	Armenian Armenian Mathematics Russian	Physical Ed. Russian Mathematics Work Training	Russian Geography Physical Ed. Mathematics Armenian Lit. Work Training	Russian Physical Ed. Geography Mathematics Armenian Armenian Lit.	Physical Ed. Geometry Russian Biology Physics	Russian Physical Ed. Algebra Armenian Lit. Biology	Chemistry History Biology Geometry Armenian Armenian Lit.	Physics Geometry Civics Russian Physical Ed. History
THURSDAY	Mathematics Russian Armenian Armenian	Mathematics Russian Armenian Armenian	Mathematics Armenian Armenian Russian Physical Ed.	Russian Armenian Armenian Lit. Mathematics Handicrafts	Foreign Lang. Russian Mathematics History Armenian Handicrafts	Russian Physics Foreign Lang. Armenian Mathematics History	Geography Algebra Geometry Chemistry Drawing Armenian	Armenian Armenian Lit. Esthetics Physics Algebra	Work Training Work Training Physics Mil. Training Func. Algebra Armenian Lit.	Armenian Armenian Lit. Func. Algevra Physics Work Training Work Training
FRIDAY	Armenian Mathematics Singing Physical Ed. Russian	Armenian Mathematics Physical Ed. Russian	Mathematics Russian Armenian Armenian	Mathematics Armenian Armenian Lit. Russian History	Armenian Lit. Foreign Lang. Biology Mathematics Russian	Russian Work Training Biology Geography Mathematics	Chemistry Physics History Russian Foreign Lang.	History Physics Foreign Lang. Chemistry Armenian Lit. Work Training	Foreign Lang. Armenian Lit. Geometry Physics Russian Physical Ed.	Armenian His. Geometry Chemistry Physics Armenian Lit. Foreign Lang. Physical Ed.
SATURDAY	Armenian Armenian Mathematics Work Training Russian	Singing Armenian Armenian Mathematics Physical Ed.	Armenian Armenian Mathematics Work Training	Armenian Armenian Lit. History Mathematics	Foreign Lang. Mathematics Physical Ed. Armenian Russian	Russian Physics Armenian Singing Mathematics	Algebra Geography History Biology Armenian Armenian Lit.	Russian Lit. Drawing Geometry Work Training Geography History	Geography Func. Algebra Russian Lit. Armenian His. History Chemistry History	Func. Algebra Civics Russian Russian Lit. Chemistry Biology

TABLE 9

RUSSIAN SCHOOL IN ARMENIA

TIMETABLE: 1975-76

DAY	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8	GRADE 9	GRADE 10
MONDAY	Russian Physical Ed. Mathematics Russian	Mathematics Russian Armenian Singing	Russian Russian Mathematics Armenian Physical Ed.	Mathematics Russian Nature Study Armenian	Russian Russian Mathematics History Work Training Work Training	Physics Foreign Lang. Mathematics Russian Armenian Geography	Foreign Lang. Mathematics Russian Geography Physical Ed. Armenian	Mathematics Mathematics Armenian Singing Physics	Art Mathematics Geography Foreign Lang. History Russian Lit.	Mathematics Russian Lit. History Armenian Biology Physics
TUESDAY	Russian Mathematics Work Training Russian	Russian Mathematics Russian Drawing	Russian Mathematics Nature Study Armenian Drawing	Russian Mathematics Armenian History Physical Ed.	Mathematics Russian Foreign Lang. Armenian Drawing	Mathematics Geography Russian Physical Ed. History Drawing	Work Training Work Training History Mathematics Physics	Mathematics Russian Armenian History Geography Physical Ed.	History Physical Ed. Biology Physics Mil. Training Chemistry	Physical Ed. Chemistry History Mathematics Mathematics Physics Foreign Lang.
WEDNESDAY	Russian Mathematics Physical Ed. Russian	Russian Mathematics Armenian Russian Work Training	Russian Mathematics Work Training Russian Upbringing	Nature Study Mathematics Russian Russian	Armenian Mathematics Biology Russian Physical Ed.	Work Training Work Training Armenian Biology Mathematics	Biology Mathematics Russian Russian Chemistry	Mathematics Russian Geography Biology Art	Mathematics History Physics Armenian Elect. & Steno Russian Lit.	Physical Ed. History History Russian Lit. Physics Mathematics Foreign Lang.
THURSDAY	Russian Mathematics Work Training Russian	Russian Mathematics Russian Nature Study Upbringing	Russian Mathematics Work Training Armenian	Drawing Mathematics Russian Russian Upbringing	Geography Mathematics Foreign Lang. Singing Russian	Mathematics Foreign Lang. Russian Russian Geography	Art Mathematics Physical Ed. Russian Armenian	Physics Work Training Foreign Lang. Mathematics History Chemistry	Mathematics History Mil. Training Geography Russian Lit. Armenian	History Mil. Training Russian Lit. Russian Lit. Biology Chemistry Foreign Lang.
FRIDAY	Russian Drawing Mathematics Russian	Armenian Physical Ed. Russian Mathematics Russian	Russian Mathematics Russian Armenian Physical Ed.	Mathematics History Russian Russian Singing	Biology Foreign Lang. Mathematics Physical Ed. Armenian	Physics Mathematics Biology Armenian Singing Russian	Russian Biology Foreign Lang. Mathematics Geography Singing	Physics Biology Armenian Russian Russian Foreign Lang.	Physics Mathematics Elect. & Steno Russian Lit. Foreign Lang. Chemistry	Mathematics Physics Russian Lit. Chemistry History Astronomy Armenian
SATURDAY	Russian Mathematics Singing Russian Upbringing	Russian Mathematics Russian Armenian Physical Ed.	Russian Mathematics Russian Singing	Mathematics Armenian Physical Ed. Work Training Work Training	Foreign Lang. Russian Russian History Geography Mathematics	Mathematics Foreign Lang. History Russian Physical Ed.	Chemistry History Physics Foreign Lang. Mathematics Armenian	Mathematics Russian Chemistry Physical Ed. History Civics	Armenian Chemistry Physics Mathematics History Physical Ed.	Mathematics Russian Lit. Foreign Lang. Physics Mil. Training Armenian

TABLE 10

ARMENIAN SCHOOL WITH SPECIALISATION IN FRENCH

TIMETABLE: 1975-76

DAY	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8	GRADE 9	GRADE 10
MONDAY	Mathematics Physical Ed. Armenian Armenian	Armenian Armenian Mathematics Physical Ed. French	Physical Ed. Mathematics Armenian Armenian Handicrafts	Armenian Armenian Mathematics Drawing French	Mathematics Armenian Biology Physical Ed. French Russian	Russian Algebra Armenian Physical Ed. Biology French	Physical Ed. Armenian Lit. Handicrafts French Russian Algebra	Geography French Armenian Lit. Algebra History Physical Ed.	Mil. Training Algebra French Armenian Lit. Physics Biology Russian	Russian History Algebra French Physics Geometry Physical Ed.
TUESDAY	Armenian Mathematics Russian Singing French	Russian Armenian Armenian French Mathematics	Singing Armenian Mathematics Russian French	Mathematics Russian Armenian French Russian	Handicrafts Mathematics Russian Russian Armenian Lit. French	Algebra Armenian Russian Singing French Geography	Geometry Armenian Singing French Geography Russian	Armenian Lit. Physics Algebra Geometry French Lit. Singing	History Physical Ed. Geometry French Armenian Lit. Chemistry	French Lit. History Armenian Lit. Physics Algebra Technical Tr. Physical Ed.
WEDNESDAY	Physical Ed. Mathematics Armenian Armenian	Russian Mathematics Armenian Armenian Drawing	Mathematics Russian Armenian Armenian French	Mathematics Armenian Physical Ed. Russian History	Mathematics Armenian History Armenian Lit. French Russian	History Physics Armenian Geometry Russian French	Armenian Armenian Lit. Russian French Algebra Physical Ed. History	Handicrafts Algebra French History Physical Ed. Russian Geography	History Russian Technical Tr. Physics Algebra Chemistry	Russian Civics Algebra French Armenian Lit. Physics
THURSDAY	Mathematics Armenian Armenian Russian Handicrafts	Mathematics Armenian Armenian Handicrafts Russian	Armenian Drawing Russian Mathematics French	Arm. Fau.& Flo. Armenian Armenian French Mathematics	Drawing Biology Physical Ed. Mathematics Russian French	Physical Ed. Handicrafts Russian French Biology Algebra	Handicrafts Geometry Physics Biology French Russian	Biology French Chemistry Physics Geography Geometry Russian	History Algebra Physics French Lit. Physical Ed. Mil. Training Geography	History Algebra Geometry Technical Tr. Chemistry French Biology
FRIDAY	Mathematics Armenian Drawing Russian French	Singing Mathematics Russian French Armenian	Russian Armenian Armenian Mathematics French	Armenian Russian Singing French Mathematics	Mathematics Geography Singing Armenian Russian French	Physical Ed. Armenian Russian French Algebra Drawing	Drawing Algebra French Armenian Chemistry Russian	Algebra Drawing History French Lit. Armenian Lit. Armenian	Geometry French Armenian Lit. Physics Technical Tr. History Russian	Russian French Lit. French Physics Astronomy Chemistry Mil. Training
SATURDAY	Armenian Armenian Russian Mathematics	Physical Ed. Russian Mathematics Armenian	Armenian Physical Ed. Armenian Russian Mathematics	History Armenian Mathematics Armenian Russian	Mathematics Geography Armenian Lit. Armenian History French	Armenian Russian Geometry History French Geography	Chemistry Geometry Physics French Geography History	Biology Physics French Armenian Handicrafts Russian	Geography Armenian Lit. Algebra French French Lit. Chemistry	History Chemistry Civics Biology Armenian Lit. Physics Mil. Training

TABLE 11

YEREVAN AND EDMONTON SCHOOLS

LANGUAGE INSTRUCTION: ACADEMIC HOURS PER WEEK

Grade (Edmonton)			1	2	3	4	5	6	7	8	9	10	11	12	
Grade (Yerevan)			-	1	2	3	4	5	6	7	8	9	10	-	
Location	Type of school	Subject	Age: 6	Age: 7	Age: 8	Age: 9	Age: 10	Age: 11	Age: 12	Age: 13	Age: 14	Age: 15	Age: 16	Age: 17	Total Hours
Yerevan	Armenian	Armenian		10	10	10	8	7	5	5	5	5	4		69
		Russian		4	5	5	5	6	5	4	3	3	4		44
		Foreign Language		-	-	-	-	3	2	2	2	2	2		13
	Russian	Armenian		-	4	4	3	3	3	3	3	3	3		29
		Russian		12	11	10	8	7	6	5	5	4	6		74
		Foreign Language		-	-	-	-	4	3	3	2	2	4		18
	Special	Armenian		10	10	10	9	7	5	5	5	4	3		68
		Russian		4	5	5	5	6	6	5	3	3	3		43
		Foreign Language		2	3	4	4	6	6	6	6	8	8		53
Edmonton	Unilingual	English	9	15	15	16	16	16	4	4	4	3	3	3	108
		French	-	-	-	-	1½	1½	3	3	3	5	5	5	27
	Bilingual	English	-	8	8	10	10	10	5	5	5	5	5	5	76
		French	2	2	10	10	10	8	5	5	5	5	5	5	72

Notes: (1) School Year (Edmonton) - - September - June: 200 school days (40 weeks at 5 school days a week)
School Year (Yerevan) - - September - May: 216 school days (36 weeks at 6 school days a week)

(2) One academic hour is equivalent to approximately 40 minutes in both Yerevan and Edmonton

school (to ascertain his level of development and awareness) and then asked to recite any songs or poems he may know (so as to determine his memory and his self-confidence). A similar procedure is followed for prospective students of the Russian schools.

No entrance formalities of any kind are required for entry into Armenian schools: legal age being the sole determining factor. It is interesting to note the importance attached to the motivation not only of the child but also of the parent. There is a definite prestige attached to the Russian schools and, to an even greater extent, to Specialized schools. As mentioned before, however, the reputation attached to Armenian schools has risen dramatically and points to a greater degree of nationalism - especially on the part of the intelligentsia. The role of the parent in the general upbringing of the child is also emphasized during the parent-teacher meetings.

The investigator has trembled for others during many public tongue-lashing sessions in which the teacher severely criticizes the parents (in front of all the parents of the children in her class) for being lax in their responsibilities: words like messy, dirty, un-combed, disorganized, potential hooligan, lazy and rude being freely used by the teacher in describing certain students in the class.

Schools of the Armenian sample

A description of classroom practices in the establishments visited by the investigator now follows:

1. Abovian Armenian School (Number 2): This school had two teachers assigned to teach French and one teacher for English classes. Upto the sixth grade, Russian and Foreign language classes are split into two groups if the class contains more than 26 students: a situation which existed for all but one class. After the sixth grade, Russian classes are no longer split but Foreign language classes maintain their split status up to graduation in grade ten. The teachers were graduates of the Bryusov Institute of Russian and Foreign languages.

The following comments apply to English classes at the grade 8 and the grade 9 level as well as to a grade 10 French class. The grade 8 lesson was centered on a theme "The Post-Office". After a short question and answer session which emphasized vocabulary items specific to the post-office, students were asked to supply some adjectives for the nouns which had been mentioned. A discussion followed about the postal organization in Yerevan and what the procedure is to send, for example, a parcel or a telegram. Sentences were written on the board by students based on a verb supplied by the teacher and these sentences were then transformed to the negative. Throughout the lesson, individual students were given marks for their answers to the various questions and exercises.

These were based on the thirteenth lesson of the text-book (Karabekian and Hamamdjian, 1974).

The grade nine class was in the process of reading and answering comprehension-based questions on the text they had just read from the fourteenth lesson. (Asmangulian and Hovanissian, 1974). Oral exercises were carried out on sentences in the direct and indirect speech forms as well as in the manipulation of verb tenses.

The striking negative feature in the classes was the poor pronunciation of the pupils and, in some instances, of the teachers. The length of the vowel sound in such words as "this" and "put" was pronounced as "thees" and "poot" respectively. The marks given out were almost always inflated - students receiving the top mark of "5" even though their answers had to be prompted by the teacher herself. Unlike other schools, the pupils were not always attentive and often talked to each other in class. The same negative points also existed in the grade 10 French class. Furthermore, the pronunciation of the students was so bad that the investigator was frequently at a loss to understand what was being read of the 14th lesson (Hekimian and Kara-Sarksian, 1975). The teacher had difficulty in trying to keep the students' attention.

Some of the exercises done orally in the classroom were: translation of sentences from French to Armenian, deriving different parts of speech for a basic word, comprehension questions and retelling of the text. This last exercise frequently was completed with the aid of the teacher and by using phrases and expressions learnt by heart from the text.

2. Krupskaya Armenian School (Number 19): The investigator visited all the grades involved in foreign language learning except for the ninth grade. The general atmosphere of the school was much quieter than that of the Abovian School. All foreign language instruction in the school was in English.

Although the general method used in the school was similar to Abovian, consisting as it did of reading texts, answering questions on them, and grammatical exercises, the students seemed to have a greater mastery of the oral skills of the language. Pronunciation, however, was still an important problem, with interference being based both on Armenian and Russian. A common mistake based on Armenian language interference was an unclear and inconsistent pronunciation of the "w" sound - this sound not existing in Armenian. The masculine/feminine forms of the third person personal pronoun (he/she) were also frequently confused: gender being non-existent in Armenian. As before, English short vowels in such words as "sit" were frequently pronounced with the elongation of the vowel sound.

In the first year of foreign language instruction, the investigator noticed elements of Russian-English interference in such mistakes as word substitution (which, incidentally, never occurred with Armenian word substitution) and confusion over the letters of the alphabet: the letter "s" being substituted for the letter "c".

The investigator has come to the conclusion that in situations of tri-lingualism, the newest language is in greater competition with the weaker of the first two languages than with the best-known language. This may be based on a neurological explanation whereby those connections which are in the process of being formed are more likely to elicit interference by another language which is also not yet fully developed (Russian in this instance) rather than one which has a stable system (Armenian)*.

In one of the rare instances of native language usage in a foreign language class, students in the fifth grade received an explanation and demonstration, in Armenian, of the intonation of questions in English. The explanation was followed by examples supplied and repeated by the students.

3. Chekhov Russian School (Number 55): English and German are the two foreign languages taught in this school. Most students take private English lessons at home so that when classes are split in Grade 5 for the foreign language class, they may have a better chance of being accepted into the English stream rather than the German one. Both teachers and parents are reported to want the foreign language

* - see also Gulutsan (1976, 1978).

instruction in the first grade but such a feature is found only in the special schools.

Two important features distinguish the program from that found in Armenian schools: the text books are written and produced in Moscow and, whenever the foreign language is not used in the classroom, the language spoken is Russian rather than Armenian. This particular school had a staff of 75 teachers of whom five were foreign language teachers. The student population was 1450 and attended school in the usual two-shift system of morning and afternoon classes.

Once again, the relatively large vocabulary of even a sixth grader who could speak fairly well on a known topic was marred by familiar problems in pronunciation, errors in tense and number and - especially in the early grades - of Russian/English interference in the form of syntax e.g. "What you can say about May Day?" Conversation topics in the fifth grade included "My Home" (vocabulary of rooms and furniture) and "My school" (description of building). Songs and games were strictly limited to only a few minutes of some of the classes in the fifth grade. A conscious knowledge of verbs and their participles was apparent by the sixth grade and parsing seemed fairly common by the seventh grade.

4. Specialized Language Schools: (English - Numbers: 67, 78, 102, 114, 139, and 161). The texts and program of these schools come from Moscow. In some instances, the supply

of text-books was so deficient that students had to share one book for two children. New texts, however, were forthcoming to alleviate the situation found in those classes. The program is decided at the All-Union level and sent to the Ministry of Education in Armenia. The program, however, is not made available to school personnel because of the fact that major changes are made to the program in Armenia in order to accommodate the mother tongue.

The previous Assistant Minister of Education of Armenia looked with favour on the study of foreign languages and so these schools had five foreign language classes a day in the lower grades, i.e. grades one to grade five inclusive. The present official at that position, however, had reduced this to two lessons a week in the foreign language at the grade one level but had increased the time allotment by one class a week in grades six and above. A complaint was lodged with the Ministry and a reply was awaited.

Half the foreign language staff in some of the schools were repatriate Armenians from the Middle East who had decided to immigrate to the homeland in the late forties and early sixties. Although their English is more fluent than that of teachers who were locally trained, problems in pronunciation do exist because the repatriates have not lived in an English milieu. The exceptions were two teachers who had immigrated after the war from the United States when they were teen-agers and who had managed to keep their Brooklyn accents in spite of the fact that the norm for pronunciation is taken to be that of an organization such as the British Broadcasting Corporation.

The foreign language is introduced during the first year my means of the picture book which serves also as a text for the first year Russian program. After four months of exclusively oral work, 1½ to two months are spent complementing the pictures with reading from the first-year book of the foreign language. The remainder of the year (4½ to four months) is spent practising writing in the foreign language over and above the oral and reading skills started earlier in the year. Because of the initial oral phase, only one-quarter of the first-year book is actually covered in that year. The remainder is covered in the second year. Book Two, therefore, is used in grade three and, using the current sequence of texts which are available, Book Four is used in grade four: there being no text entitled Book Three.

Unlike the program in the Russian Federation which uses the initial oral approach for the whole first year, the Armenian Ministry has decided that interference between the three languages taught in the first year should be faced head-on with no long breaking-in period. Perhaps the fact that the specialized language school in the Russian Federation only copes with two languages, and consequently has a lighter load, enables it to be able to afford the time which is so sorely lacking in the Armenian situation.

It is not only the background of the teachers and the texts used which are different in the specialized language schools. Wages paid to teachers who give instruction in the area of specialization of the school receive a 15% bonus over their regular salary. Salaries vary according to the load allotment given to each teacher at the beginning of the year. The minimum base wage for 18 classes (each lasting 45 minutes) taught per week is 100 Roubles - plus 15%. The maximum allowable load - which all teachers strain to get - is 27 classes per week for a salary of 150 Roubles per month. (In order to give some practical meaning to these figures, it may help the reader to know that R 150 would be barely adequate to provide a staple diet of food, purchased at official prices, for a family of four over a period of one month. Lodging, clothing, transportation, entertainment and incidentals would necessarily have to come out of the second salary of a family unit).

Every five years, for a period of one year, teachers must attend one full day of courses per week for further training at the Institute. Unlike the regular Armenian or Russian schools which are allowed to split a class of more than 26 students into two groups for the teaching of the foreign language, special schools may split them into three groups. It is not at all uncommon, therefore, to have 7 to 13 students in a class.

Lastly, one must mention another distinguishing feature of these specialized schools in Armenia: there is less emphasis put on some of the more propagandistic aspects of the texts. The investigator could not ascertain, of course, whether such an attitude was caused by the presence of teachers who had extensive knowledge of the West or whether it was a reaction brought to the school by the students and which reflected a parental attitude at home. Two incidents will be described to illustrate this point.

On page 87 of the Grade 8 text, there is a particularly naive account of the capacity for work of K. Marx. He is represented as a bundle of energy who rested by learning languages and delving into mathematics - amongst many other great achievements. After having read the text, the teacher, wishing to determine the comprehension of the text by the students, asked them to enumerate the ways which Marx had found to rest his mind. Without the usual formality of raising his hands, a student blurted: "He slept". The teacher and students burst out into laughter.

The second incident concerned another text is the Grade 9 book (page 156) in which the British hire-purchase plan is compared to the equivalent plans in the United States and in the Soviet Union. The first laugh came when it was stated that Soviet citizens did not have to pay more for goods just because these were purchased on the plan: Armenia being renown in the Soviet Union for the prevalence of unofficial deals. The second laugh came when the teacher remarked at one point that if it was so good in the Soviet Union then it must follow that things were worse in the West.

The pronunciation of the students who attend the special language schools was marred by the elongation of the vowel sounds: particularly the (i) phoneme-an interference from the Armenian language. There was almost no interference from the Russian language. Conversations carried out on known topics were quite fluent and, in contrast to the French special schools which shall be dealt with in the next section, did not betray any memorization by the students.

In schools where adequate staff existed, History and Geography classes in the language of specialization were created. Generally speaking, the History of medieval Britain was studied (with an emphasis on the bad conditions which existed in the Feudal period) and the Geography of the United States was taught. No class text-books exist on such such topics but the investigator was told that some would be printed in the very near future.

Literature is also studied with an emphasis on such authors as Shelly who is represented as a revolutionary romanticist. Once again, no books exist, and the teacher writes the text on the board so that the students may copy it into their exercise books. The book used by the teacher in one instance was a war-time edition of a British text which she had brought over on immigrating to Armenia. It was wrapped in a plain brown paper cover.

The methodology in special schools was very similar to that used in the regular Armenian or Russian schools. Some translation was used whenever an impasse had been reached in terms of comprehension. The language of reference in the translation courses of the higher grades was Armenian and the texts used were scientific texts dealing with biology, physics, chemistry and, in one school, American weapons systems. No texts exist for the translation courses. It was interesting to note that,in rare cases, Russian was also used in order to further define the nuance which a particularly complex word conveyed.

6. Specialized Language Schools: (French - Numbers: 48 and 119). The staffing situation in the Armenian schools with a specialization in the French language is probably unique for the whole Soviet Union. The number of repatriates from France play a major role in the atmosphere which exists in the schools. The methodology employed has a different emphasis from that found in the English schools. In some instances, up to 17 out of a total of 20 foreign language teachers came from the West. Over and above those who grew up in Paris or Marseilles (and who still speak with a southern accent) there are a number who have graduated from the Collèges and lycées founded by the Jesuits or the French Government throughout the Middle East.

Besides the unmistakable guttural (r) sound, therefore, there is definitely a stress on a no-nonsense approach to grammar and memorization. This approach was the main point on which the English special schools differed from their French counter-parts. As will be noticed, Yerevan only has two French special schools (as compared to six English ones) of which number 48 only had nine grades during the 1975 - 1976 academic year because of its recent creation. Because of the relative superiority of the repatriates in terms of their accent, they were put in charge of the higher grades.

Once again, there was some interference from the Armenian - especially in the pronunciation of the vowel sounds. It was also noticed once more that in the early grades there was interference between the two weak languages of the child rather than between the language being learnt and the native language. In learning the alphabet, for instance, students were tempted to read the letter small-case (n) as (i). A similar situation existed with (B) and (v), (c) and (s) and (H) and (n).

A noticeable feature of the schools was the stress on grammar. Children at the grade two level, for example, are made aware that an adjective following the word "une" usually has an "e" at the end. By the grade five level (age 12) parsing is a common feature of every lesson. The last few minutes of a class would be taken by a dictation written on the board by a student who is then asked to analyse the sentence. Classmates may also ask the student at the blackboard to conjugate a verb in different tenses and moods.

Although the lower grades do play games and sing songs familiar to students in Canada (and some, such as "Lénine et ses partisans", which are not quite as familiar) the tone is much more serious and tense as of the second or third grade. Unlike the English special schools, commentaries to texts or poems were sometimes learnt by heart or, at the very least, over-learnt so that the phrases in the book were used by the student during the frequent commentaries which individual students were asked to do in front of the whole class. Although it was stated that a mark of '2' was almost never given, it was significant of the tension existing in a classroom that a girl at the grade nine level returned to her seat in tears and after having turned beet-red just because whe was, in fact, given a '2' for not answering the questions to the teacher's satisfaction.

It was admitted that the question of grading was a very ambiguous subject, Theoretically, a teacher can give a '1' (the lowest mark on the 1 - 5 scale). It is never given, however, as that would be downright insulting. On the other end of the scale, teachers try to reserve a '5' for truly meritorious work. Coupled with the fact that the '2' is considered a failing grade, therefore, teachers often complained that the only option available to them was to issue

'3' or '4'. On many occasions, a teacher would not give any grade at all rather than give a failing mark. It was also mentioned that repetition of classes because of failure was unheard of. It was argued that it would be damaging to the child to lose so much face in front of his peers and also it would be embarrassing to have older students in the same class as younger ones.

Text books were sometimes in short supply. The literature text was just delivered half-way through the year: and only thirty were delivered for some 100 students. The school follows the usual two-shift system (08:18 to 13:15 and 13:35 to 18:30) with each shift having six 45-minute classes separated from each other by a five minute break for class-changes. The text books used in the schools follow the same pattern as those used in English schools. There was a greater use made of visual aids, however, in the lower grades of the French schools.

6. Bryusov Institute of Russian and Foreign languages. In 1962, the Faculty of Russian and Foreign languages of the State University of Yerevan was housed in a separate building named after a Russian translator of Armenian works. Because of the increasing enrollment, a new campus was build in 1971 and was in use at the time of the investigator's visits.

There are seven courses available at the Institute: English, French, German, Russian, French/Russian, English/Russian and German/Russian. Programs which lead to a double specialization last five years while the single language speciality programs run for four years. Table 12 gives the distribution of the student population. No distinction is made between graduates of foreign language specialization schools and those coming into the Institute from regular Armenian or Russian schools. There is a differentiation made, however, between those who attended Russian schools and those who did not. Thus, during the 1975 - 1976 academic year there were ten groups of students who had graduated from Armenian and Special schools and another two groups of Russian school graduates. The latter take all their non-language classes in the Russian language e.g. their psychology course would be conducted in Russian whereas those belonging to the other two groups would take it in Armenian. All students of the Institute, however, have to take full-year courses in Armenian language during their first year and Armenian literature during their fourth year. They also attend an Armenian history course during the latter half of their second year. Table 12 shows the program of studies at the Institute.

A striking feature of the program is the relatively minor part that psychology and methodology play in the total program. The psychology course is a general course with nothing specific on the psychological processes involved in second-language learning. Only indirect reference is made (in the course devoted to the methodology of teaching a foreign language)

TABLE 12

ARMENIAN SOVIET SOCIALIST REPUBLIC

YEREVAN STATE PEDAGOGICAL INSTITUTE OF RUSSIAN AND FOREIGN LANGUAGES "V.YA.BRYUSOV"

YEREVAN STATE UNIVERSITY

STUDENT POPULATION BY YEAR AND SUBJECT

Institution	Subject	Student Population							
		First Year	Second Year	Third Year	Fourth Year	Fifth Year	Male	Female	Total
Bryusov Institute	English/Russian	51	61	51	46	34	36	207	243
	French /Russian	15	16	13	14	12	11	59	70
	German /Russian	25	10	14	9	12	16	54	70
	English	166	174	175	150	--	122	543	665
	Russian	211	206	189	160	--	165	601	766
	French	50	51	53	62	--	27	189	216
	German	36	57	27	23	--	15	128	143
	TOTALS	554	575	522	464	58	392	1781	2173
State University	English	24	28	29	28	22			131
	French	13	13	14	14	14			68
	German	13	11	13	13	16			66
	TOTALS	50	52	56	55	52			265

TABLE 13

YEREVAN STATE PEDAGOGICAL INSTITUTE OF RUSSIAN AND FOREIGN LANGUAGES "V.Ya.BRYUSOV"
OPERATIONAL PLAN: FACULTY OF ENGLISH: 1975-76 ACADEMIC YEAR

SUBJECT	HALF-TERM OF EXAM.	PASS EXAM.	NUMBER OF ACADEMIC HOURS					NUMBER OF ACADEMIC HOURS/WEEK							
			TOTAL	LECT.	LAB.	PRACT.	SEM.	1st YEAR		2nd YEAR		3rd YEAR		4th YEAR	
								HALF-SESSION							
								1st	2nd	3rd	4th	5th	6th	7th	8th
History of the Communist Party	1,2		120	60			60	3	4						
Marxist-Leninist Philosophy	4,6		140	80			60			3	2	2	2		
Political Economy	5,6		100	50			50					3	4		
Basis of the Science of Communism		8	70	30			40							3	3
Basis of the Science of Atheism	7		24	18			66							2	
Physical Education		1234	140					2	2	2	2	2	2		
Child Physiology and School Hygiene		2	50	42	8				3						
General Psychology	4		70	50	20						4				
Developmental and Pedagogical Psychology		5	30	30						2					
Introduction to Education		1	30	20			10	2							
History of Education	3		60	50			10			3					
School Education	5		60	30	30						2	2			
Methodology of Teaching a Foreign Language	6	5	62	40			22					2	2		
English: Practical Phonetics	2.4	356	400			400		4	4	4	4	2	2		
English: Practical Grammar	6	4	390			390		4	4	4	3	5	3		
English: Practical Writing and Speaking	123456	24678	1060			1060		8	8	8	8	10	10	8	10
Armenian Language	1,2		100	60		40		4	2						
Translation: Theory and Practice		8	40			40									3
History of the English Language	6	5	70	40		30						2	3		
English: Theoretical Phonetics	8		30	20			10								3
English: Theoretical Grammar	7	6	70	50			20						4	2	
English: Lexicology	4		60	40			20				3				
English: Stylistics		7	40	20			20							3	
History of English Literature	8	7	90	60			30							4	4
Introduction to Linguistics	2		70	50			20	2	2						
Latin		1,2	70			70		2	2						
History of England	7	6	80	50			30							2	4
Technical Aids to Teaching		4	20			20						1	1		
Typology of Native and Foreign Language Grammar		8	40	30		10									3
Second Foreign Language	8	6,7	220			220						4	4	4	4
Methodology of Foreign Language Teaching		7	36	6			30							2	
Russian Language	5	1234	180			180		2	2	2	2	2			
Aspects of the English Language															
Aspects of Methodology of F/L Teaching	4	123	350	223		127		3	3	6	5				
Nursing (girls only)		5	20							1					
Civil Defense		8	24	24											2
General Linguistics		1	36					2							
Introduction to the Teaching Profession		3	36							2					
Armenian History		7	24											2	
Marxist-Leninist Ethics		8	44												4
Marxist-Leninist Esthetics		4	34								2				
Methods of Upbringing Work															

TABLE 14

YEREVAN STATE UNIVERSITY

DEPARTMENT OF FOREIGN LANGUAGES

TIMETABLE FOR THE SECOND HALF-SESSION: 1975-76 ACADEMIC YEAR

DAY	YEAR OF COURSE	HOURS 1 AND 2	HOURS 3 AND 4	HOURS 5 AND 6
Monday	1	Foreign Language	Foreign Language	Russian
	2	Foreign Language: Literature	Foreign Language	Foreign Language
	3	Foreign Language	Economics	History of the Foreign Language
	4	History of Philosophy	Foreign Language	Communism
	5	Foreign Language	Free Time	Free Time
Tuesday	1	History of the Communist Party	Foreign Language	Introduction to Linguistics
	2	Foreign Language	Armenian Literature	History of Russian Literature
	3	Second Foreign Language	Foreign Language	Education
	4	Foreign Language	Second Foreign Language	Special Course
	5	Special Course	Foreign Language	Free Time
Wednesday	1	Physical Education	Philology	Foreign Language
	2	Foreign Language	Second Foreign Language	Armenian
	3	Military Training	Nursing	Foreign Language: Lexics
	4	Foreign Language	Foreign Language: Literature	Special Course
	5	Free Time	Foreign Language	Free Time
Thursday	1	Foreign Language	Armenian	Latin
	2	Military Training	Nursing	Free Time
	3	Foreign Language	Historical Materialism	Economics
	4	Communism	Foreign Language	History of Philosophy
	5	Foreign Language	Special Course	Special Course
Friday	1	History of the Communist Party	Foreign Language	Foreign Language
	2	Foreign Language	Foreign Language	Russian
	3	Foreign Language	Armenian Literature	History of the Foreign Language's Country
	4	Military Training	Nursing	Free Time
	5	Foreign Language	Foreign Language	Foreign Language
Saturday	1	Foreign Language: Literature	Latin	History of Russian Literature
	2	Foreign Language	Dialectical Materialism	Armenian History
	3	Atheism	Foreign Language: Theoretical Grammar	Foreign Language: Literature
	4	Foreign Language	General Linguistics	Methodology of Foreign Language Teaching
	5	Free Time	Free Time	Free Time

to such topics as the role of the native language, motivation and interference. The main thrust of the course is, in fact, the proper use of the text books available for each year of study in the schools. The emphasis is definitely on the development of the fluency and knowledge of the English language of the student who, on graduation from the Institute, is not necessarily going to be employed as a teacher of foreign languages, but may find himself to be employed as a guide with Intourist or involved in translation work for any type of organization with a need for such a person.

Furthermore, when one is talking about increasing the students' knowledge of the English language, the emphasis is on such topics as phonetics, intonation, pronunciation and grammar: the closest one gets to English literature is through the study of its history. For those in the Department of English, the second foreign language studied in the third and fourth year is French - and those in the French Department study English. The reason given for the introduction of this study of a fourth language (not counting the introduction to Latin in the first year) was further to improve the awareness of the student to the comparative structure of languages.

Once again, we come across the basic theme of developing the conscious aspect of learning a foreign language to the exclusion of such notions as learning on the basis of a "feel" or a "hunch" regarding a language. As the few methodological and theoretical opinions which are imparted to the students of such an Institute have been dealt with in chapters 2 and 3 of this thesis, it will be sufficient to mention that the links between Marxism-Leninism, the psychological bases for a teaching theory of foreign languages and methodology based on these two ideas, are not at all emphasized.

CHAPTER SIX

COMPARISONS WITH CANADIAN SAMPLE

The effectiveness of the teaching of a foreign-language (French) in a Yerevan sample, was evaluated by means of a comparison with an Edmonton sample. The C.G.M. 62 Test used for this purpose follows neither the Edmonton nor the Yerevan syllabus. Whenever necessary, cultural differences were taken into consideration even if it meant introducing alternative correct answers. Examples of such alterations would be the use of a taxi (rather than a car) to go to work in Armenia as well as the use of an umbrella to protect oneself from bright sunlight as well as from rain.

Sampling

A grade 10 class from the Abovian school provided the only sample of a group from a regular Armenian school. Because the Chekhov school does not have any French instruction, a nearby Russian school (Kamo) was visited to obtain the sample for a regular Russian school: also from the grade 10 level. This level was chosen because it was thought that a lower level class might find the test too difficult and would therefore give incomplete or useless results. Yerevan's two French special schools were sampled. School number 48 was used to obtain samples of grades 5, 7 and 9.

School number 119 provided grades 6, 8 and 10. The last group for the Armenian sample consisted of first, third and fourth-year students of the Bryusov Institute. These students were enrolled in the program leading to a single language specialization: French.

The Canadian sample consists of Junior and Senior High school students enrolled at J. H. Picard - Edmonton's only bilingual high school. Students may be anglophones who have gone to a bilingual school since grade 1, or they may be francophones whose mother tongue is French. The grade 8 to 12 level was sampled: a whole class being taken for each grade.

The second component of the Edmonton school's sample consisted of students enrolled in the public school system and who were taking French as a second language. The schools involved were: Avalon, Ottewell, Jasper Place and Harry Ainlay.

It is realized that the sampling is far from perfect. Socio-economic status, intelligence, motivation, teacher effectiveness and personal background are but some of the variables which were not taken into account. These defects necessarily affect the validity of the conclusions made on the basis of the statistical analysis.

Testing

Mialaret and Malandain's (1964) Test C.G.M. 62 is designed to determine the examinee's knowledge of French. This is done in six sub-tests as follows:

- 1 - Oral comprehension. With twelve pictures in front of him, the examinee listens to ten sentences as read by a native speaker and played back on a tape-recorder. The student's task is to match the statement with the appropriate picture. The student is then asked to respond in writing to four questions based on the pictures. As this particular sub-test measures comprehension only, the grammatical quality of the answers is not taken into account. The maximum number of points obtainable is 18.

- 2 - Oral expression. Sixteen sequential pictures depicting activities of a normal French family are placed in front of the examinee. After a brief familiarization period he is then asked to record a narration based on the pictures. The duration of the narration, the number of correct ideas as a percentage of the total number of ideas expressed are used to calculate a coefficient of expression and a coefficient of correction respectively. Furthermore, points are allotted on the basis of the number of sentences expressing a single, two unrelated, and two (or more) related ideas within each sentence.

For example, a sentence containing one idea correctly expressed is worth one point. Another sentence containing two ideas which are related to each other would be worth four points if it is likewise correctly expressed. Points are deducted for the quantity and quality of errors made within each type of sentence. There is no maximum number of points which a student can obtain in the sub-test. Each student is recorded on tape.

- 3 - Dictation. The tape recorder is used to pace the dictation. Four sentences are read to the students - each sentence has progressively more complex spelling problems which have to be solved by means of certain basic grammatical rules. One point is awarded for each word or phrase written correctly, as specified in the manual. The maximum number of points for the Dictation is 13.

- 4 - Auditory discrimination. Twenty-one pairs of sentences are played back on the tape recorder. The first sentence in each pair is read by a male, the second by a female. The student's task is to decide which pairs are similar or dissimilar. Based on the normative sample, certain pairs which are different are awarded a pre-determined number of points for every correct response by the student: answers which were correctly obtained by more than 75% of the normative sample were assigned no points. On the other end of the scale, an answer which was correctly obtained by only 25% or less of the normative sample is worth 3 points. The maximum number of points for the sub-test is 27.

- 5 - Written comprehension. In the first part, the student has to choose one of three given endings for each of six incomplete sentences. Parts two and three of the sub-test consist of questions to be answered on a text. The maximum obtainable is 15 points.

- 6 - Written expression. The sub-test consists of a series of pictures depicting two ladies offering a box of chocolates to a young boy. After tasting a sample of his gift, the boy, in turn, offers some of the chocolate to the ladies. After familiarizing themselves with this simple story as told in the pictures, the students are asked to write a short paragraph on the incident using their imagination to embellish the story to their convenience. The marking takes into consideration such factors as the number of nouns used as well as the quantity and quality of such items as verbs, indirect objects, personal pronouns, relative pronouns, prepositions, conjunctions, and the number of correct ideas expressed between two punctuation marks. As in the sub-test of oral expression, there is no maximum score.

Before presenting the statistical manipulations done on these scores, a word of caution is mandatory. This test was designed to discriminate French proficiency of students with a rudimentary knowledge of the language. It does a poor job of giving useful information concerning students who already possess a more-than-basic knowledge of the language. If one does not accept this word of caution, one must also accept a similar proposition to the effect that Volkswagens are the same as Maseratis because both can travel at 30 km/hr!

Results

A one-way analysis of variance was done on the mean scores of each of the sub-tests (and the two coefficients of the Oral Expression measure) for each of the 21 classes. In order to account for missing data, 1.0 was added to every numeral generated by the tests. A score of zero, therefore, was used exclusively to signify missing data, and was treated as such by the computer. A probability of 0.15 or less was considered to be statistically significant in terms of rejecting the null hypothesis. An identical statistical analysis was done on the normalized levels which may be generated from the scores. In order to indicate more clearly the differences between the Canadian bilinguals, the Canadian unilinguals and the Armenians in terms of the sub-tests, another one-way analysis of variance was done on these three groups. For the sake of brevity, the results are presented in table-form. Furthermore, because the normalized scores are useful primarily to compare achievement within the sub-tests of the normative sample, they are not reported directly in the text (see Appendix A).

Conclusions

The one-way ANOVA done on the 21 classes generally shows the superiority of the classes from the bilingual school in Edmonton (Picard). Two other points are worth mentioning about the tabulations. In the first instance, they show that

Harry Ainlay's Grade 12 class is ahead of the Jasper Place 11 and 10 sample in an order which is to be expected. Jasper Place 10 is significantly lower in terms of the means on four of the measures reported. Ottewell 9 and Avalon 8, however, are not in the expected order even though the differences between them are never statistically significant. These findings may be interpreted in two ways. On the one hand, one may surmise that in these instances, the progress made by the students in these various grades is not statistically discernable over a period of less than two years: acquiring language skills is not a speedy process. This conclusion may also be advanced for the other types of school. In the case of the Ottewell/Avalon anomaly, one may hypothesize that other variables (development, attitude, motivation, etc...) may be causing the inversion - if indeed it exists.

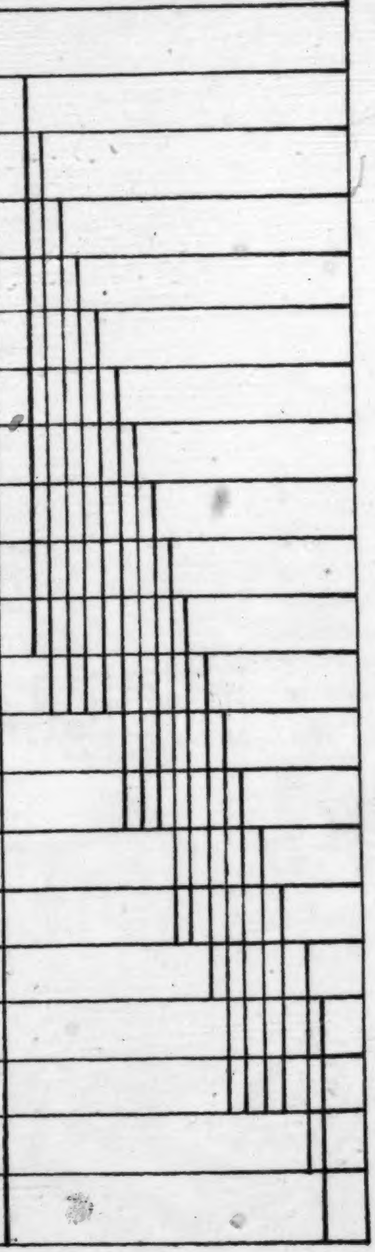
Another interesting observation that can be made on the class-based ANOVA is that Abovian (Armenian) school is always ranked higher than the Kamo (Russian) school; except in the Dictation sub-test where they are ranked equally. Once again, the difference are not significant but it is worth pointing out the consistency in their rank positions in view of the notion prevalent in Armenia regarding the higher academic standards of the Russian schools (see above). Although inconclusive to a significant degree of probability, the data point to a trend which may invalidate this "halo" effect insofar as French instruction is concerned.

The one-way analysis of variance done on the three (combined) groups, clearly demonstrated the superiority of the bilingually educated students over their unilingually educated counterparts. The superiority applies to the eight sub-tests without exception. When compared to the Armenian sample, however, the situation is not so clear. Indeed, in the case of the global score on the Oral Expression sub-test as well as in the Correction Coefficient of the same sub-test, the Armenians were statistically no different from the bilingual students. In the case of the global measure, in fact, the Armenians were scored with a higher average than for the bilinguals.

When compared to the unilinguals, the Armenians scored significantly better on six of the measures. They showed a trend in the Written Expression sub-test and were insignificantly worse on the Auditory Discrimination sub-test. This is to be expected because of the methods used in teaching French to the two groups. The Voix et Images de France course in general use in Edmonton's unilingual schools is an audio-visual course. The student learns his French via the spoken word which he hears on tape as pronounced by a person having an identical accent to the persons heard on the sub-test's tape-recording. In Armenia, however, the book is the principal instructional medium. In most cases, the accents heard on the tape would be quite new as indeed, the whole concept of being tested via tape was a radically novel experience.

TABLE 15 ORAL COMPREHENSION

RANK ORDER WITH MEAN SCORES

Rank	Name of the institution	Grade or Year*	Size	Score	Scheffe Comparisons
1	Picard	8	31	17.6	
2	Picard	10	29	17.5	
3	Picard	9	26	17.1	
4	Picard	11	31	16.8	
5	Picard	12	21	16.6	
6	Bryusov*	3	14	16.1	
7	Bryusov*	4	21	15.8	
8	Harry Ainlay	12	20	15.4	
9	Bryusov*	1	24	15.0	
10	Manouchian	9	20	14.9	
11	#119	10	16	14.4	
12	Abovian	10	9	12.9	
13	Manouchian	7	20	12.7	
14	Jasper Place	11	32	12.6	
15	#119	6	28	11.6	
15	Jasper Place	10	20	11.6	
16	#119	8	27	10.6	
17	Manouchian	5	23	9.7	
17	Kamo	10	20	9.7	
18	Ottewell	9	25	8.0	
19	Avalon	8	29	7.7	

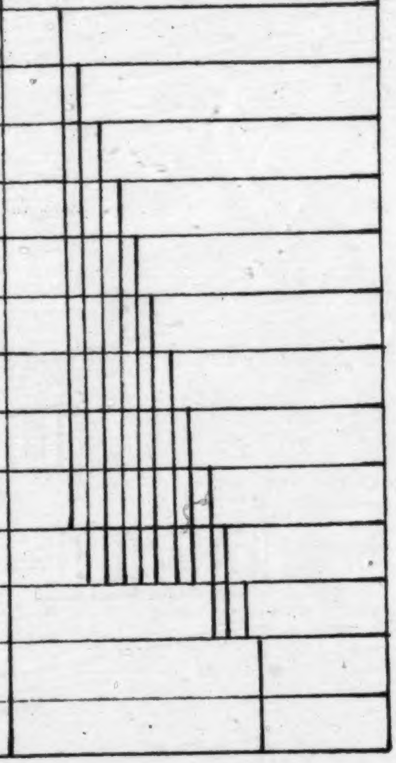
Scheffe Comparisons: vertical lines exclude those pairs which do not satisfy the condition of $p < 0.15$

For computational purposes, 1.0 has been added to the scores

TABLE 16 ORAL EXPRESSION

RANK ORDER WITH MEAN SCORES

Rank	Name of the institution	Grade or Year*	Size	Score	Scheffe Comparisons
1	Bryusov *	3	14	26.5	
2	Picard	10	9	25.2	
3	Picard	8	11	25.0	
4	Bryusov *	1	3	21.8	
5	Picard	11	24	21.7	
6	Picard	12	17	20.7	
7	Picard	9	11	20.4	
8	Harry Ainlay	12	18	18.8	
9	Manouchian	9	7	18.2	
10	#119	10	7	18.0	
11	Jasper Place	11	16	15.6	
12	Jasper Place	10	19	8.4	
13	Avalon	8	13	6.6	
14	Ottewell	9	11	4.5	



Scheffe Comparisons: vertical lines exclude those pairs which do not satisfy the condition of $p < 0.15$

The following groups did not take this portion of the test:

#119	Grade 8
Manouchian	Grade 7
#119	Grade 6
Manouchian	Grade 5
Bryusov	Year 4
Kamo	Grade 10
Abovian	Grade 10

For computational purposes, 1.0 has been added to the scores

TABLE 17 ORAL EXPRESSION

RANK ORDER WITH COEFFICIENTS OF EXPRESSION

Rank	Name of the institution	Grade or Year*	Size	Coefficient (ideas/second)	Scheffe Comparisons
1	Picard	11	24	1.4	
2	Picard	8	11	1.3	
2	Picard	10	9	1.3	
2	Picard	9	11	1.3	
2	Manouchian	9	7	1.3	
2	Picard	12	17	1.3	
3	Bryusov*	3	14	1.2	
3	Harry Ainlay	12	18	1.2	
3	#119	10	7	1.2	
3	Jasper Place	11	16	1.2	
3	Bryusov*	1	3	1.2	
3	Jasper Place	10	19	1.2	
4	Avalon	8	13	1.1	
4	Ottewell	9	11	1.1	

Scheffe Comparisons: vertical lines exclude those pairs which do not satisfy the condition of $p < 0.15$

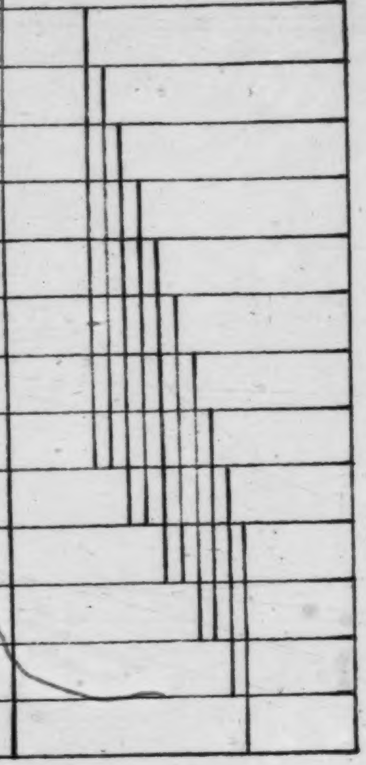
The following groups did not take this portion of the test:

#119	Grade 8
Manouchian	Grade 7
#119	Grade 6
Manouchian	Grade 5
Bryusov	Year 4
Kamo	Grade 10
Abovian	Grade 10

For computational purposes, 1.0 has been added to the coefficients

TABLE 18 ORAL EXPRESSION

RANK ORDER WITH COEFFICIENTS OF CORRECTION

Rank	Name of the institution	Grade or Year*	Size	Coefficient (% of correct ideas)	Scheffe Comparisons
1	Bryusov*	3	14	1.9	
2	Picard	11	24	1.8	
2	Picard	10	9	1.8	
2	Picard	12	17	1.8	
2	Picard	8	11	1.8	
3	Picard	9	11	1.7	
3	Bryusov*	1	3	1.7	
3	#119	10	7	1.7	
4	Manouchian	9	7	1.6	
5	Jasper Place	11	16	1.5	
5	Harry Ainlay	12	18	1.5	
6	Avalon	8	13	1.3	
6	Jasper Place	10	19	1.3	
7	Ottewell	9	11	1.2	

Scheffe Comparisons: vertical lines exclude those pairs which do not satisfy the condition of $p < 0.15$

The following groups did not take this portion of the test:

#119	Grade 8
Manouchian	Grade 7
#119	Grade 6
Manouchian	Grade 5
Bryusov	Year 4
Kamo	Grade 10
Abovian	Grade 10

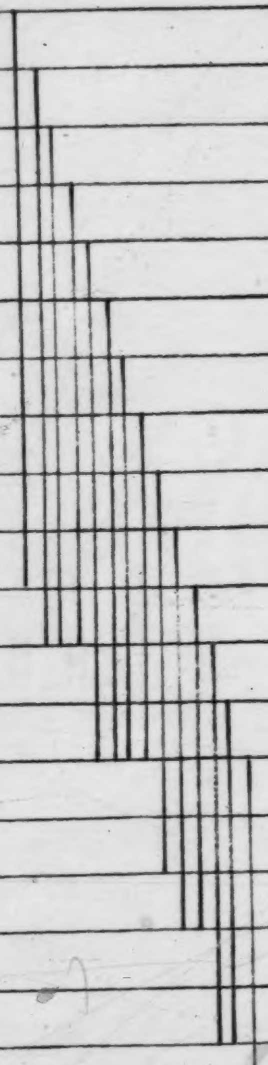
For computational purposes, 1.0 has been added to the coefficients

7

TABLE 19 DICTATION

--RANK ORDER WITH MEAN SCORES

Rank	Name of the institution	Grade or Year*	Size	Score	Scheffe Comparisons
1	Bryusov *	4	21	13.5	
2	Bryusov *	3	14	13.4	
3	Bryusov *	1	24	12.8	
4	Picard	11	31	12.4	
5	Picard	9	26	12.1	
6	Harry Ainlay	12	20	11.8	
7	Picard	8	31	11.4	
8	Picard	10	30	11.3	
9	Picard	12	21	11.2	
10	#119	10	17	10.5	
11	#119	8	27	9.9	
12	Manouchian	9	20	9.1	
13	Jasper Place	11	32	8.9	
14	Manouchian	7	20	8.6	
15	Manouchian	5	23	7.3	
16	#119	6	28	6.8	
17	Jasper Place	10	20	6.7	
18	Kamo	10	20	5.8	
18	Abovian	10	9	5.8	
19	Ottewell	9	25	5.2	
20	Avalon	8	29	4.2	



Scheffe Comparisons: vertical lines exclude those pairs which do not satisfy the condition of $p < 0.15$

For computational purposes, 1.0 has been added to the scores

TABLE 20 AUDITORY DISCRIMINATION

RANK ORDER WITH MEAN SCORES

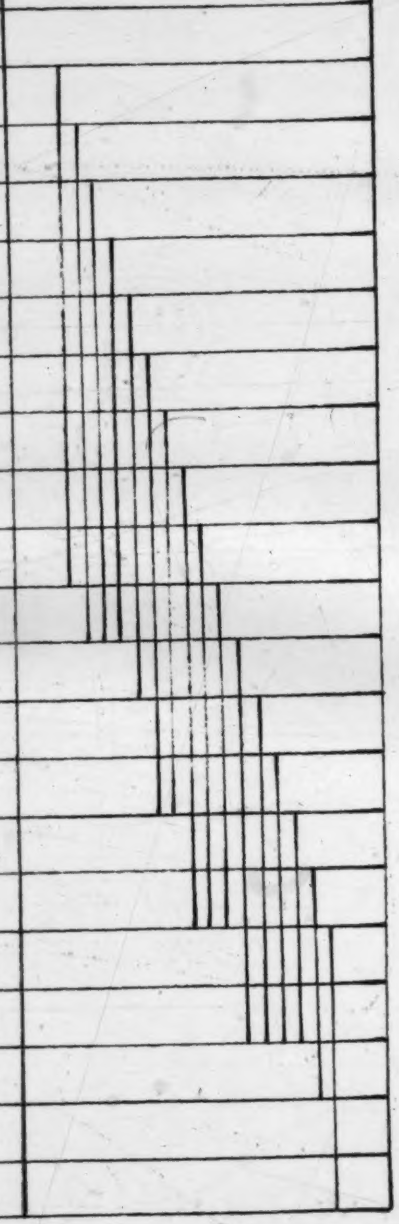
Rank	Name of the institution	Grade or Year*	Size	Score	Scheffe Comparisons
1	Picard	10	30	25.6	
2	Picard	11	31	24.1	
3	Picard	9	26	22.9	
4	Picard	8	31	22.2	
5	Picard	12	21	22.1	
6	Bryusov*	3	14	19.9	
7	Harry Ainlay	12	21	19.6	
8	Bryusov*	4	21	19.5	
9	#119	10	17	18.7	
10	Bryusov*	1	24	18.3	
11	Abovian	10	9	18.0	
12	Kamo	10	20	17.3	
13	#119	8	27	16.6	
14	Jasper Place	11	32	16.2	
14	Manouchian	7	20	16.2	
15	Avalon	8	29	16.1	
16	Manouchian	5	23	15.8	
18	Ottewell	9	25	15.6	
17	Jasper Place	10	20	15.6	
18	Manouchian	9	20	11.3	
19	#119	6	28	10.6	

Scheffe Comparisons: vertical lines exclude those pairs which do not satisfy the condition of $p < 0.15$

For computational purposes, 1.0 has been added to the scores

TABLE 21 WRITTEN COMPREHENSION

RANK ORDER WITH MEAN SCORES

Rank	Name of the institution	Grade or Year*	Size	Score	Scheffe Comparisons
1	Picard	11	31	16.3	
2	Picard	9	26	15.7	
3	Bryusov*	3	14	15.6	
4	Picard	10	30	15.4	
5	Picard	8	31	15.2	
6	Picard	12	21	14.5	
7	Bryusov*	4	21	14.4	
8	#119	10	16	14.1	
9	Bryusov*	1	24	13.6	
10	Harry Ainlay	12	21	13.5	
11	Manouchian	9	19	11.9	
12	#119	8	27	11.7	
13	Jasper Place	11	32	11.0	
14	#119	6	26	10.9	
15	Manouchian	7	22	10.0	
16	Abovian	10	9	9.2	
17	Jasper Place	10	20	8.8	
18	Kamo	10	19	8.3	
19	Manouchian	5	24	6.8	
20	Ottewell	9	27	5.8	
21	Avalon	8	30	5.6	

Scheffe Comparisons: vertical lines exclude those pairs which do not satisfy the condition of $p < 0.15$

For computational purposes, 1.0 has been added to the scores

TABLE 22 WRITTEN EXPRESSION

RANK ORDER WITH MEAN SCORES

Rank	Name of the institution	Grade or Year*	Size	Score	Scheffe Comparisons
1	Bryusov *	3	14	16.6	
2	Picard	11	31	11.7	
3	Picard	9	26	10.1	
3	Bryusov *	4	21	10.1	
4	Bryusov *	1	24	10.0	
5	Harry Ainlay	12	21	9.7	
6	Picard	10	30	9.6	
7	Picard	8	31	9.3	
8	Picard	12	21	8.6	
8	Jasper Place	11	32	8.6	
9	#119	10	16	6.2	
10	#119	8	27	6.0	
11	Manouchian	9	19	5.6	
12	Jasper Place	10	20	5.4	
13	Manouchian	7	22	4.9	
14	#119	6	26	4.3	
15	Manouchian	5	24	2.5	
16	Abovian	10	9	2.3	
17	Kamo	10	19	2.2	
18	Avalon	8	30	1.8	
18	Ottewell	9	27	1.8	

Scheffe Comparisons: vertical lines exclude those pairs which do not satisfy the condition of $p < 0.15$

For computational purposes, 1.0 has been added to the scores

TABLE 23

TEST C.G.M. 62: ONE-WAY ANOVA FOR ARMENIANS (AR),

BILINGUALLY EDUCATED CANADIANS (CB) AND UNILINGUALLY EDUCATED CANADIANS (CU)

Group	Oral Comp.			Oral Exp.			Exp. Coeff.			Corr. Coeff.			Dictation			Audi. Disc.			Writ. Comp.			Writ. Exp.		
Type	score (N)	Scheffe p matrix		score (N)	Scheffe p matrix		score (N)	Scheffe p matrix		score (N)	Scheffe p matrix		score (N)	Scheffe p matrix		score (N)	Scheffe p matrix		score (N)	Scheffe p matrix		score (N)	Scheffe p matrix	
		AR	CU		AR	CU		AR	CU		AR	CU		AR	CU		AR	CU		AR	CU		AR	CU
CB	17.2 (138)	.01	.01	22.2 (72)	.01	.01	1.32 (72)	.06	.01	1.78 (72)	1.0	.01	11.7 (139)	.01	.01	23.5 (139)	.01	.01	15.5 (139)	.01	.01	10.0 (139)	.01	.01
AR	12.8 (222)	1.0	.01	22.3 (31)	1.0	.01	1.23 (31)	1.0	.12	1.78 (31)	1.0	.01	9.4 (223)	1.0	.01	16.2 (223)	1.0	.83	11.4 (221)	1.0	.01	6.3 (221)	1.0	.21
CU	10.8 (126)	.01	1.0	11.5 (77)	.01	1.0	1.16 (77)	.12	1.0	1.39 (77)	.01	1.0	7.2 (126)	.01	1.0	16.5 (127)	.83	1.0	8.7 (130)	.01	1.0	5.3 (130)	.21	1.0

$p < 0.15$ is considered to be statistically significant

CHAPTER SEVEN

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The theory and practice of foreign-language teaching in the schools and institutes of the Armenian Soviet Socialist Republic are examined in this thesis. The significance of the study lies in the demonstration of the results obtained in the study of a foreign language under conditions which are different from those found in Canada and which, therefore, may help to show alternatives to this country's thinking in the area.

In the teaching experience of the investigator, it has been apparent that both teacher and student spend much time and energy with frequently disappointing results. Both the ethnic background and the apparently result-oriented educational system of Armenia provided additional impetus.

In 1975-76, the investigator received a Canada-U.S.S.R. Exchange Scholarship which permitted him to conduct an _in situ_ investigation of actual practices in regular schools, foreign language schools, institutes and the State University of Yerevan. Lectures and discussions with teachers and psychologists also provided the theoretical framework of Soviet psychology and foreign language pedagogy as well as complementing the collection of reading materials and the observation of classroom practices.

Summary of thesis

The theoretical basis of Soviet Educational Psychology for foreign language instruction is to be found in the writings of Lenin and Marx. Of primary importance in this area is the term "dialectical materialism". Based on this notion, Soviet Educational Psychology has established a school of thought which allows for no reality without matter. Nor does it admit to the splitting-up of the human psyche.

One of the first workers using this newly established theoretical framework was Pavlov. It is because of the fact that Pavlov was able to practise what was being expounded in theory that he received special attention from Lenin himself. It should be pointed out that these ideas evolved gradually as a reaction to the grip which the Tsarist Government and the Orthodox Church had had on all aspects of life (including scientific research) in pre-revolutionary Russia.

Soviet educational practice of foreign language teaching is firmly anchored to the notion that a conscious knowledge of all aspects of the foreign language has to be emphasized. The role of the mother tongue is also considered in foreign language pedagogy. It is thought to be futile to try to duplicate the conditions under which the student learnt his mother tongue. The total development of the school-age child is much different from what it was as a toddler. To admit to anything else would be to negate the greater intellectual maturity and the higher level of consciousness of the student. Such theoretical considerations have given rise to a methodology which stresses grammatical awareness of the subject matter to be learnt by the student. This position does not mean that oral skills are not practised - it just means that whatever is known, is consciously assimilated within a structure of the language: oral skills are used to complement knowledge of the structure of the language.

Armenian is the language common to all the students examined by means of the C.G.M. 62 Test. Armenian has now been accepted as an independent branch of the Indo-European family of languages. It has its own alphabet and grammatical structure. Because Russian is also learnt in all the schools of Armenia, the students in question are actually learning not only their third language but also their third alphabet. Although Armenia is reputed to be the most nationalistic of the Soviet Republics with the most homogeneously grouped population inside its own borders, the Armenians have long been enthusiastic students of foreign languages. Even in the pre-Christian era of Armenia History, the learning of a foreign language was considered to be a necessity for the ruling and religious classes. Later on, the knowledge of a foreign language became a necessity in order to communicate with the non-native inhabitants of the Armenian homeland. In more recent times, the knowledge of a foreign language has become a symbol of prestige and an advantage on the job market - especially for technical cadres.

The most important feature of foreign language teaching in the Armenian S.S.R. is the existence of specialized schools in which the study of the foreign language (together with Armenian and Russian) is started from the first grade. Later grades also receive some instruction in history and/or geography as well as translation and literature - all in the foreign language of specialization for the school. Within these schools, class size is held to a maximum of about 13 for the language classes. In Russian or Armenian schools, classes of foreign languages are also split up - but only in two groups per class as opposed to three for the specialized schools. The text-book and the teacher are almost always the sole source of information for the student. The approach is quite business-like with games and songs being strictly limited to the youthful beginners. Elementary parsing is introduced at the second grade and by the fifth grade, students parse quite easily. The language used in the classroom - especially in the specialized schools - is the foreign language being taught.

The Bryusov Institute in Yerevan offers courses leading to degrees as translators or teachers. Once again, classes are conducted in the foreign language and the emphasis is placed on a structural mastery of the target language.

In order to determine ~~the~~ level of knowledge in the foreign language, the C.G.M. 62 Test in the French language was administered to a sample of students in Armenia and to another sample in Canada. Students tested came from regular Armenian schools, Special Language schools, the Bryusov Institute, Edmonton's Bilingual High School and public schools in Edmonton. The test contains six sub-tests which purport to measure the following variables: Oral Comprehension, Oral Expression, Dictation, Auditory Discrimination, Written Comprehension, and Written Expression.

Summary of results

The results show that, as would be expected, the Canadian Bilingual (CB) students scored significantly higher on all the sub-tests. The Canadian Unilinguals (CU) scored significantly lower on all the sub-tests. The mean scores of the Armenian sample (AR) generally lay between these two extremes with two exceptions as follows:

1. Oral Comprehension: CB > AR > CU
2. Oral Expression: AR = CB > CU
3. Dictation: CB > AR > CU
4. Auditory Discrimination: CB > AR = CU
5. Written Comprehension: CB > AR > CU
6. Written Expression: CB > AR > CU

The Oral Expression scores may be explained by considering that although the Bilinguals may have been more fluent than the Armenians, the greater knowledge of the structure of the French language by the Armenians enabled them to provide sentences which were more complex and varied from a grammatical point of view with almost no loss in correctness.

The other exception to the usual rank ordering of these three groups was in the Auditory Discrimination sub-test. In this case, the Armenian sample scored as low as the Canadian Unilingual sample. A possible explanation may lie in the fact that for the Armenian sample, the equipment used was of an inferior quality to that used in Canada. Furthermore, the idea of being tested via a tape-recorder by a voice with a Parisian accent may have given rise to conditions within the students which did not allow them to make full use of their potential. For the Canadian Unilinguals, however, the voice on the tape was essentially the same as that which they are used to hearing in their regular French classes. The disadvantage of the one group was the advantage of the other and may have thus helped to erase any differences which may have existed between these two groups.

Conclusions

The conclusions which may be derived from this thesis will be presented under two main headings: those based on such data as timetables, books and the training of teachers of a foreign language, and the statistical analysis of the results of the C.G.M. 62 Test.

In the first instance, one is impressed with the comparatively large amount of time spent at the Bryusov Institute on the language of specialization. Even such staples as the History of the Communist Party and the course on Marxist-Leninist Philosophy are not given the general emphasis one would expect from reading about the importance of such topics in text-books. Furthermore, Psychology and Pedagogy are not given much prominence in the training of teachers. Therefore, in the opinion of the investigator, it may be appropriate to conclude that the practical and theoretical mastery of a foreign language is the primary goal of the formative process of teachers of a foreign language. The conclusion does not at all deny the importance of theory or of pedagogy, but it does help to put it in proper perspective compared to the knowledge of the language to be taught by the teacher. And when one considers language, such topics as literature and history of the language and its people are not at all emphasized: these two subjects being allocated a paltry 90 and 80 hours respectively.

Insofar as the specialized schools' timetables are concerned, the investigator was struck by the relatively small amount of time spent in teaching the foreign language especially at the younger age levels. Furthermore, the amount of classroom time spent on grammar and recitation impressed upon the investigator that learning a foreign language is an activity which is considered to be done more efficiently with mature students. Such a conclusion is in complete agreement with the theoretical position which emphasizes the conscious assimilation of the foreign language.

On the basis of the statistical analyses of the data obtained from the C.G.M. 62 Test, one can conclude that, for all intents and purposes, the students of the Canadian Bilingual sample have the best skills in the French language. The Armenian students scored lower than the Canadian Bilinguals. The results are even more impressive for the Armenian sample when one considers the fact that there are no outside incentives (such as television, travel and the like) to encourage a foreign language student: there is, however, a social acceptance and prestige attached to the knowledge of a foreign language. One may conclude that internal stimulants are more effective motivational factors than external ones.

When the statistical analysis of the results is considered in terms of the different grade levels, it is apparent that the C.G.M. 62 Test is not sensitive enough to discern any differences between consecutive years of study. Perhaps this is owing to the fact that progress in a foreign language is too slow to be picked up within one year.

Recommendations for school practice

On the basis of his experiences in Armenia and of the results reported here, the investigator would make the following recommendations.

The first is for a shift towards greater use of conscious methods of foreign language instruction. The recommendation implies a greater use being made of the students' cognitive processes as opposed to other methods which emphasize repetition and the simple reorganization of language tasks without a grasp of the rules which govern such manipulations. Both in his observations and in his own teaching practice, the investigator has been impressed by the ease with which students accept the "why" of a language and, as an added benefit, the increased retention of materials which are learnt in this way.

Another recommendation follows: an exclusively oral approach to foreign language learning is inadequate. With his ever-developing faculties, the student should not be held back by allowing him to learn by using only some of his senses and capabilities. The written word and the textbook have much to offer in terms of simplifying the task of foreign language learning. A textbook such as the one used by the investigator in his own classes. (G. Mauger: Cours de Langue et de Civilisation Françaises) rationalizes the teaching process by providing greatly needed help to the student and a tangible logical sequence with which the student feels comfortable.

Ultimately, the investigator feels that bilingual schools would provide the most efficient means of foreign language learning. It is gratifying to note that in Alberta, bilingual education is becoming more and more accepted by the public and the government as a valid means of creating bilingual individuals. It remains to be seen whether the creation of a bilingual school system across Canada will be a reality.

Recommendations for further research

Beyond the context of a bilingual school system, one could look forward to the creation of tri-lingual schools based on the ethnic minority populations in Canada.

As far as the investigator is aware, the Armen-Québec school of Montréal would qualify as such a school. It would be desirable to study tri-lingual Armenian students living in a bilingual environment such as the one which exists in parts of Montréal. Perhaps research could be directed to the question of tri-lingualism so as to be cognisant of any pitfalls which may be avoided when this type of school become more common. Social, economic, cultural and educational topics could provide useful avenues of research on a subject which has important ramifications for a bilingual and multicultural Canada.

On the basis of his observations, the investigator feels confident that the tri-lingual situation which exists in the Specialized Language Schools in Armenia may be a source of encouragement and an appropriate starting point for such studies.

BIBLIOGRAPHY

Aghaian E. B. and H. K. Barseghian. Hayots Lezoo (Armenian Language) Yerevan: Looyss, 1976.

Agurova N. V. An experiment in teaching English to first and second graders. Soviet Education, 1959, 2, 2, pp. 27-29.

Alexanian L. P. Gourgen Edilian. Yerevan: Yerevan University Press. 1973 (in Armenian).

Anderson M. S. The Great Powers and the Near East. London: Edward Arnold 1970.

Anonymous. Education of Soviet Minorities in the U.S.S.R. Soviet Education, 1970, 13, pp. 3-87.

Artyomov V. A. Basic problems in the modern psychology of foreign language study. Soviet Education, 1967, 10, 2, pp. 12-20.

Artyomov V. A. Some problems of speech psychology. Soviet Education, 1961, 4, 1, pp. 41-46.

Asmangulian H. A. and M. I. Hovannisian. English 9. Yerevan: Looyss, 1974.

Avakian A. The new Armenian orthography. Armenian Review, 1975, 28, 4, pp. 410-414.

Avedissian O. Peintres et sculpteurs arméniens. Cairo: Amis de la culture arménienne, 1959.

Bain B. Bilingualism and cognition: towards a general theory. In S. T. Carey (Ed.) Proceedings of the bilingualism, biculturalism and education conference, Collége St. Jean, Edmonton, Alberta, September, 1973. Edmonton: University of Alberta Press, 1974.

Bartley D. E. Soviet approaches to bilingual education. Philadelphia: centre for curriculum development, Inc., 1971.

Belyayev B. V. The psychology of teaching foreign languages. New York: Macmillan Company, 1964.

Belyayev B. V. Teaching methods and psychology. Soviet Education, 1964, 6, 8, pp. 29-34.

Belyayev. B. V. The basic method and methods of foreign language instruction. Soviet Education, 1965, 7, 12, pp. 35-45.

Capin P. A. Foreign language instruction in Russia. *Modern Language Journal*, 1966, 50, pp. 108.

Garduner S. Une classe de français élémentaire à Léningrad. *French Review*, 1965, 38, pp. 517-522.

Conquest R. *Soviet Nationalities policy in practice.* New York: Praeger, 1967.

Djahoukian G. A propos de l'étude des rapports de l'arménien et anciennes languages indo-européennes. *Revue des études arméniennes*, 1974, nouvelle serie, 10, pp. 51-55.

Falinski E. *Phonétique psycho-pédagogique*. Paris: Hermann et Cie. 1963.

Feydit F. *Manuel de langue arménienne*. Paris: C. Klincksieck, 1948.

Galazov E. Native and Russian languages in our schools. *Soviet Education*, 1965, 7, pp. 46-54.

Galperin P. I. Towards research of the intellectual development of the child. *International Journal of Psychology*, 1968, 3, 4, pp. 257-271.

Gimson A. C. *An introduction to the pronounciation of English*. London: Edward Arnold, 1970.

Ginsburg V. S. An experiment in teaching pre-school children a foreign language. *Soviet Education*, 1960, 2, 11, pp. 18-25.

Godel R. Questions de phonétique et de morphologie arméniennes. *Revue des études arméniennes*. 1972, nouvelle série, 9, pp. 47-67.

Gorelov I. N. Some fundamental problems of method. *Soviet Education*, 1964, 6, 8, pp. 20-29.

Greppin J. A. C. An overview of Armenian linguistics. *Journal of Armenian studies*. 1976, 1, 1, pp. 54-64.

Gulian K. H. *Elementary modern Armenian grammar*. New York: Frederick Unger Publishing Company, 1965.

Gulutsan M. Third language learning. *The Canadian Modern* Language Review, 1976, 32, pp. 309-315.

Gulutsan M. Language Learning in Culturally Diverse Contexts: some psychological considerations. *Compare*. 1978, 8, 1, pp. 69-80.

Hekimian K. H. and T. H. Kara-Sarksian. *Français 9*. Yerevan: Looyss, 1974.

HÜbschmann H. *Armenische Grammatik*. Leipzig: Breitkopf und Härtel, 1897.

Imedadze N. V. On the psychological nature of child speech formation under condition of exposure to two languages. *International Journal of Psychology*, 1967, 2, 2, pp. 129-132.

Inglizian V. Die Armenische Literatur. *Handbuch der Orientalistik*, 1963, 7. Band, pp. 80-128.

International Phonetic Association. *The International Phonetic Alphabet*, London, 1949 (pamphlet published by the I.P.A.)

Jones D. *An outline of English phonetics*. Cambridge: W. Heffer and sons, Ltd., 1972.

Karabekian K. H. and S. G. Hamamdjian. *English 8*. Yerevan: Looyss, 1974.

Karst J. *Geschichte der Armenischen Philologie*. Heidelberg: Carl Winters Universitätsbuchhandlung, 1930.

Klein H. W. *Phonetik und Philogie des Heutigen Französisch*. MÜnchen: Hneber, 1968.

Kogian S. L. *Armenian Grammar*. Vienna: Mechitarist Press, 1949.

Kreusler A. *The teaching of modern foreign languages in the Soviet Union*. Leiden. Brill, 1963.

Kreusler A. Bilingualism in Soviet non-Russian schools. *Elementary School Journal*, 1961, 62, 2, pp. 94-99.

Leontyev A. N. Learning as a problem in Psychology, in N. O'Connor: *Recent Soviet Psychology*. Oxford: University Press, 1961.

Levenstern L. S. *Méthodologie de l'enseignement du français*. Moscow: Vishaia shkola, 1973.

Lewis E. G. *Multilingualism in the Soviet Union*. The Hague: Mouton, 1972.

Luria A. R. and F. Y. Yudovitch. Speech and development of the mental process in the child. London: Macmillan, 1959.

Mandelshtam G. I. Stimulating oral speech. Soviet Education. 1960, 2, 11, pp. 5-6.

Mann S. E. Armenian and Indo-European. London: Luzac & Co. Ltd. 1963.

Mathews W. K. Languages of the U.S.S.R. Cambridge: University Press, 1951.

Matossian M. K. The impact of Soviet policies in Armenia. Leiden: Brill, 1962.

Matossian M. K. Armenia and the Armenians. in Z. Katz (Ed.) Handbook of major Soviet nationalities. New York: Free Press, 1975.

Mazmanian M. A. Mangavarjakan Hokebanootyan mi kani hartser (Some questions in Educational Psychology) Yerevan: Looyss, 1975.

McLeish J. Soviet Psychology. London: Methuen, 1975.

Meillet A. Armenian Language. Encyclopaedia Brittanica, Chicago, 1972.

Mialaret G. and C. Malandain. Test C.G.M. 62. Paris: Didier, 1964.

Mirolyubov A. and I. V. Rakhmanov. Some fundamental questions on methods of teaching foreign languages. Soviet Education, 1963, 5, 6, pp. 26-34.

Mirolyubov A. and I. V. Rakhmanov. Urgent problems: survey of problems on foreign language teaching. Soviet Education, 1960, 2, 11, pp. 8-11.

Mirolyubov A. Developing habits of foreign speech in schoolchildren. Soviet Education, 1963, 3, 9, pp. 44-47.

Mlikotin A. Soviet methods of teaching foreign languages. Modern Language Journal, 1967, 51, pp. 337-343.

Moskalskaya O. I. The development of foreign language study in the U.S.S.R. Soviet Education, 1962, 4, 9, pp. 32-38.

O'Connor N. (Ed.) Present-day Russian Psychology. London: Pergamon, 1966.

Rogova G. V. *Methods of teaching English*. Leningrad: Prosveshchenie, 1975.

Sarafian K. A. *History of Education in Armenia*. LaVerne: Laverne Press, 1930.

Smirnov A. A. La psychologie soviétique et son développement. *Proceedings of the XVIII th International Psychological Congress*, Moscow, 1966.

Sokolov A. N. Silent speech in the study of foreign languages. *Soviet Education*, 1961, 3, 7, pp. 10-14.

Sokolov A. N. Internal speech and thought. *International Journal of Psychology*, 1971, 6, 1, pp. 79-92.

Starkov A. P. and A. S. Shkliaeva. Work in the fifth grade after the introductory course. *Soviet Education*, 1964, 6, 8, pp. 34-46.

Tutundjian H. La science psychologique en Arménie Soviétique *L'Arménie aujourd'hui*, 1973, 1, 21, pp. 7-9.

Tutundjian H. History of Soviet Psychology (investigator's unpublished lecture notes) 1975-76.

Ushinsky K. D. *Selected Works*. Moscow: Progress Publishers, 1975.

Vedel G. E. The scientific basis for a teaching method. *Soviet Education*, 1963, 5, 6, pp. 34-40.

Vygotsky L. S. Multilingualism in children, in *Umstvennoe Razvitie Detei v Protsesse Obucheniia (Mental Development of Children in the Process of Education)* Moscow: State Pedogogical Publishing House, 1935. Translated by M. Gulutsan: Meeting of the Canadian Association for Educational Psychology, Edmonton, June 4, 1975.

Major references used but not directly cited:

Mackey W. F. *International bibliography on Bilingualism*. Québec: Les Presses de l'université Laval, 1972.

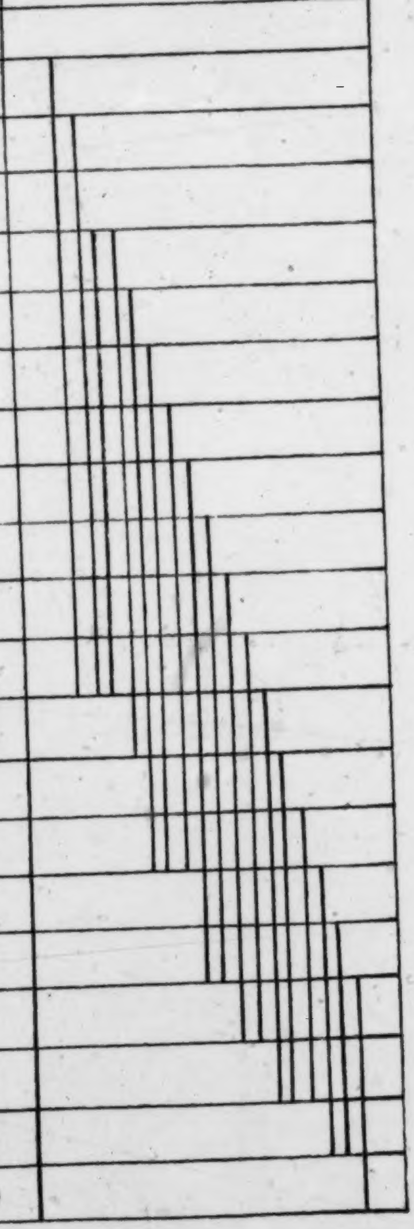
Vildomec V. *Multilingualism*. Leyden: A. W. Sythoff, 1963.

APPENDIX A

TABLE : ORAL COMPREHENSION

RANK ORDER WITH NORMALIZED LEVELS

Rank	Name of the institution	Grade or Year*	Size	Level	Scheffe Comparisons
1	Picard	8	31	5.4	
2	Picard	10	29	5.3	
3	Picard	9	26	5.2	
4	Picard	12	21	5.1	
4	Bryusov*	3	14	5.1	
5	Picard	11	31	5.0	
5	Bryusov*	4	21	5.0	
6	Harry Ainlay	12	20	4.7	
7	Bryusov*	1	24	4.6	
7	#119	10	16	4.6	
7	Manouchian	9	20	4.6	
8	Abovian	10	9	4.2	
8	Manouchian	7	20	4.2	
9	Jasper Place	11	32	4.1	
10	#119	6	28	4.0	
10	Jasper Place	10	20	4.0	
11	#119	8	27	3.9	
12	Kamo	10	20	3.6	
13	Manouchian	5	23	3.5	
14	Ottewell	9	25	3.2	
15	Avalon	8	29	3.0	



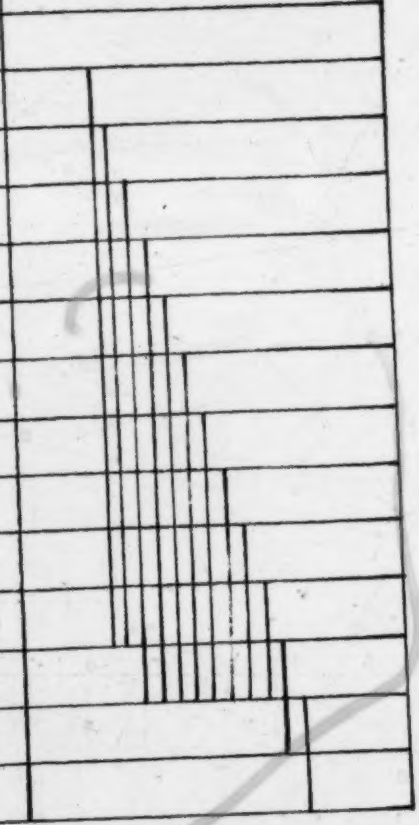
Scheffe Comparisons: vertical lines exclude those pairs which do not satisfy the condition of $p < 0.15$

For computational purposes, 1.0 has been added to the levels

TABLE : ORAL EXPRESSION

RANK ORDER WITH NORMALIZED LEVELS

Rank	Name of the institution	Grade or Year*	Size	Level	Scheffe Comparisons
1	Picard	10	9	5.1	
1	Bryusov*	3	14	5.1	
2	Picard	8	11	5.0	
3	Bryusov*	1	3	4.7	
4	Picard	11	24	4.5	
4	Picard	12	17	4.5	
4	Picard	9	11	4.5	
5	Manouchian	9	7	4.4	
6	#119	10	7	4.3	
7	Harry Ainlay	12	18	4.2	
8	Jasper Place	11	16	3.9	
9	Jasper Place	10	19	2.9	
9	Avalon	8	13	2.9	
10	Ottewell	9	11	2.1	



Scheffe Comparisons: vertical lines exclude those pairs which do not satisfay the condition of $p < 0.15$

The following groups did not take this portion of the test:

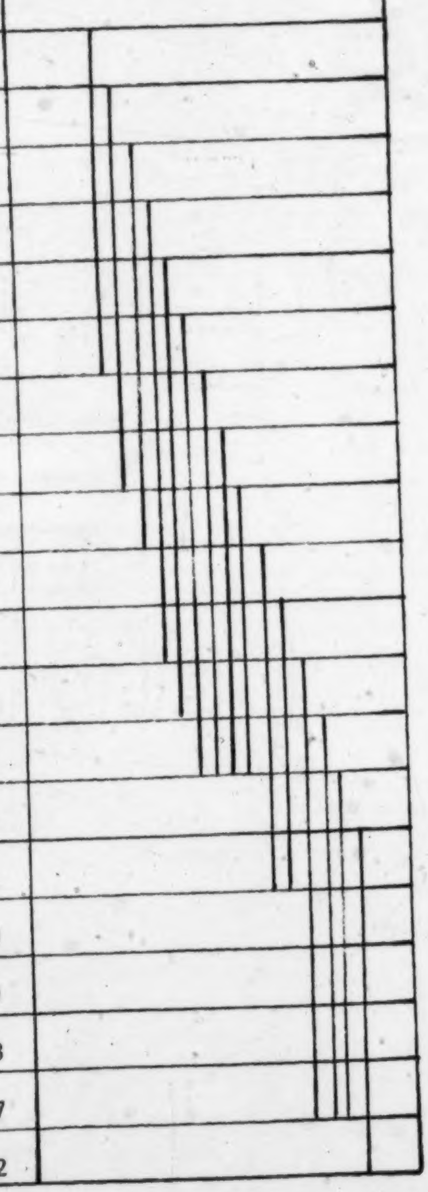
#119	Grade 8
Manouchian	Grade 7
#119	Grade 6
Manouchian	Grade 5
Bryusov	Year 4
Kamo	Grade 10
Abovian	Grade 10

For computational purposes, 1.0 has been added to the levels

TABLE : DICTATION

RANK ORDER WITH NORMALIZED LEVELS

Rank	Name of the institution	Grade or Year*	Size	Score	Scheffe Comparisons
1	Bryusov*	4	21	5.6	
2	Bryusov *	3	14	5.5	
3	Bryusov *	1	24	5.3	
4	Picard	9	26	4.8	
5	Harry Ainlay	12	20	4.7	
6	Picard	12	21	4.6	
7	Picard	10	30	4.5	
7	Picard	8	31	4.5	
8	Picard	11	31	4.4	
9	#119	10	17	4.2	
10	#119	8	27	4.0	
11	Manouchian	9	20	3.8	
12	Manouchian	7	20	3.6	
12	Jasper Place	11	32	3.6	
13	Manouchian	5	23	3.2	
14	Jasper Place	10	20	3.1	
15	#119	6	28	3.0	
16	Kamo	10	20	2.9	
17	Ottewell	9	25	2.8	
18	Abovian	10	9	2.7	
19	Avalon	8	29	2.2	



Scheffe Comparisons: vertical lines exclude those pairs which do not satisfy the condition of $p < 0.15$

For computational purposes, 1.0 has been added to the levels

TABLE : AUDITORY DISCRIMINATION

RANK ORDER WITH NORMALIZED LEVELS

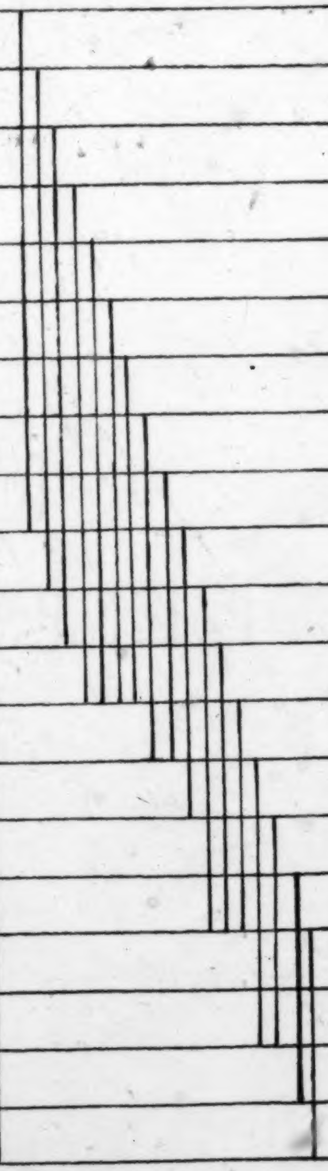
Rank	Name of the institution	Grade or Year*	Size	Level	Scheffe Comparisons
1	Picard	10	30	5.9	
2	Picard	11	31	5.4	
2	Picard	9	26	5.4	
3	Picard	8	31	5.3	
4	Picard	12	21	5.2	
5	#119	10	17	4.9	
5	Harry Ainlay	12	21	4.9	
6	Bryusov*	3	14	4.8	
6	Bryusov*	4	21	4.8	
7	Bryusov*	1	24	4.7	
7	Abovian	10	9	4.7	
8	Kamo	10	20	4.6	
9	Manouchian	5	23	4.3	
9	Jasper Place	11	32	4.3	
9	Ottewell	9	25	4.3	
9	#119	8	27	4.3	
9	Manouchian	7	20	4.3	
10	Avalon	8	29	4.2	
10	Jasper Place	10	20	4.2	
11	Manouchian	9	20	3.5	
12	#119	6	28	3.4	

Scheffe Comparisons: vertical lines exclude those pairs which do not satisfy the condition of $p < 0.15$

For computational purposes, 1.0 has been added to the levels

TABLE : WRITTEN EXPRESSION

RANK ORDER WITH NORMALIZED LEVELS

Rank	Name of the institution	Grade or Year*	Size	Score	Scheffe Comparisons
1	Bryusov *	3	14	5.9	
2	Bryusov *	1	24	5.6	
3	Picard	9	26	5.4	
4	Bryusov *	4	21	5.2	
4	Picard	11	31	5.2	
5	Picard	10	30	5.1	
5	Picard	8	31	5.1	
5	Harry Ainlay	12	21	5.1	
6	Jasper Place	11	32	4.9	
7	Picard	12	21	4.6	
8	#119	10	16	3.9	
9	#119	8	27	3.8	
10	Manouchian	9	19	3.6	
11	Jasper Place	10	20	3.4	
12	Manouchian	7	22	3.1	
13	#119	6	26	2.9	
14	Abovian	10	9	1.8	
15	Manouchian	5	24	1.7	
16	Kamo	10	19	1.6	
17	Ottewell	9	27	1.5	
18	Avalon	8	30	1.4	

Scheffe Comparisons: vertical lines exclude those pairs which do not satisfy the condition of $p < 0.15$

For computational purposes, 1.0 has been added to the levels

TABLE : WRITTEN COMPREHENSION

RANK ORDER WITH NORMALIZED LEVELS

Rank	Name of the institution	Grade or Year*	Size	Level	Scheffe Comparisons
1	Picard	9	26	5.8	
2	Bryusov*	3	14	5.6	
3	Picard	10	30	5.5	
4	Picard	8	31	5.3	
5	Picard	12	21	5.2	
5	Picard	11	31	5.2	
6	Bryusov*	4	21	5.0	
7	#119	10	16	4.9	
8	Bryusov*	1	24	4.7	
9	Harry Ainlay	12	21	4.5	
10	Manouchian	9	19	4.1	
11	#119	8	27	4.0	
12	#119	6	26	3.9	
13	Jasper Place	11	32	3.8	
14	Manouchian	7	22	3.5	
15	Abovian	10	9	3.4	
15	Jasper Place	10	20	3.4	
16	Kamo	10	19	3.2	
17	Manouchian	5	24	2.6	
18	Ottewell	9	27	2.5	
19	Avalon	8	30	2.4	

Scheffe Comparisons: vertical lines exclude those pairs which do not satisfy the condition of $p < 0.15$

For computational purposes, 1.0 has been added to the scores

APPENDIX B
LITTERATURE
GRADE EIGHT
FIRST SEMESTER

THEME	TOPICS	HOURS
Littérature du Moyen-Age	Audyse des étapes du développement de la littérature du Moyen-Age	2
Epopée héroïque française	Chanson de Roland faits historiques et légende	2
	Sujet du poème	2
	Personnages et vérification	2
Littérature courtoise	Aperçu général	1
	Tristan et Iseut sujet	2
Littérature des villes bourgeoises	Aperçu général	1
	La farce du M^e Palhelin	1
	Le Roman de Renart	1
	Personnages	1
	Episode (lecture)	1
Littérature du XIV^e et XV^e siècle	Aperçu général	1
	François Villon vie et oeuvre	1
	Epitaphe	1
Renaissance	Aperçu général	1
	La Renaissance en France	1
François Rabelais	Vie et oeuvre	2
	Gargantua et Pantagruel (lectures)	4
	L'humanisme de Rabelais	2
Poésie de la Pléiade	Pierre de Ronsard vie et oeuvre	2
	Sonnet pour Hélène	
Classicisme	Aperçu général sur le XVII^e siècle	2

LITTERATURE
GRADE EIGHT
SECOND SEMESTER

THEME	TOPICS	HOURS
Pierre Corneille page 109	Vie et oeuvre	1
	Le Cid (sujet)	2
	Lecture	1
	Corneille, père de la tragédie française	1
Jean Racine page 132	Vie et oeuvre	2
	Andromaque	1
	Comparaison (parallèle) C. et R.	1
Molière	Vie et oeuvre	3
	Tartuffe sujet	2
	Avare	2
	Bourgeois gentilhomme	2
	Molière, créateur du théâtre comique français	2
Jean de la Fontaine	Vie et oeuvre	1
	Fables	1
	Originalité des fables	1
Littérature du siècle des lumières	Caractéristique de l'époque	2
Montesquieu	Vie et oeuvre	2
Voltaire	Vie et oeuvre	2
Rousseau	Vie et oeuvre	2
Diderot	Vie et oeuvre	2
Beaumarchais	Vie et oeuvre	5

GRADE NINE
FIRST SEMESTER

Aperçu général		1
Châteaubriand	Vie et oeuvre	1
Lamartine	Vie et oeuvre	1
Le lac (extrait)	poésie	1
Alfred de Vigny	Vie et oeuvre	1

THEME	TOPICS	HOURS
Le Cor	poésie	1
Victor Hugo	Vie et oeuvre	2
Poésie de Hugo	Aperçu	1
Les orientales		1
Poésie des années 30		1
Les Châtiments	Ceux-qui vivent	1
Contemplations		1
L'année terrible	Sur une barricade	1
Le théâtre de Hugo	Préface de Cromwell	1
Hernani	Bâtaille d'Hernani	1
Les Romans	Notre-Dame	2
Les misérables		2
Quatre-vingt-treize		1
Alfred de Musset	Vie et oeuvre	1
La poésie de Musset	Nuit de vrai	1
Le théâtre de Musset	On ne badine pas avec l'amour	1
George Sand	Vie et oeuvre	1
Indiana	roman	1
Le réalisme	aperçu	2
Stendhal	Vie et oeuvre	2
Le rouge et le noir	roman	2
	SECOND SEMESTER	
Stendhal	La chartreuse de Parme	2
Prosper Mérimée	Vie et oeuvre	2
Colomba	Nouvelle	1
Carmen	Nouvelle	1
Tamango		1
Honoré de Balzac	Vie et oeuvre	2
Gobseck	Roman	2
Eugénie Grandet	Roman	2
Le père Goriot	Roman	2

THEME	TOPICS	HOURS
Illusions perdues	Roman	1
Chef-d'oeuvre inconnu	Roman	1
Le style de Balzac		1
Littérature des années 1848-1871		1
Pierre-Jean Berager	Vie et oeuvre	2
Gustave Flaubert	Vie et oeuvre	1
Salambo	Roman historique	2
Madame Bovary	Roman	2
Poésie de la Commune		2
Eugène Pottier	Vie et oeuvre	2
Jules Valès	Vie et oeuvre	2
Révision		[illegible]

GRADE TEN
FIRST SEMESTER

Littérature fin XIX - début XX	Aperçu	2
Monpassant	Vie et oeuvre	1
Clair de lune	Nouvelle	1
Une vie	Roman	2
Bel-ami	Roman	2
Père Milon	Nouvelle	1
En mer	Nouvelle	1
Emile Zola	Vie et oeuvre	1
Zola	Roman naturaliste	1
Zola	Au bonheur des	2
Zola	Germinale roman	2
Alphonse Daudet	Vie et oeuvre	1
Les lettres de mon moulin		2
Tartarin de Tarascon		2
Poésie - fin du XIX^e siècle		
Charles Baudelaire	Vie et oeuvre	1
Poésie	L'albatros	1

THEME	TOPICS	HOURS
Paul Verlaine	Vie et oeuvre	1
Chanson d'Automne	poésie	1
Arthur Rimbaud	Vie et oeuvre	1
Le dormeur du val	poésie	1
Anatole France	Vie et oeuvre	1
Le livre de mon ami	roman	2
L'Ile des Pingouins	roman	2
	SECOND SEMESTER	
Anatole France	Les dieux ont soif	2
Romain Rolland	Vie et oeuvre	1
Jean Christophe	roman	2
Pierre et Luce		1
Colas Breugnon		1
L'âme enchantée		1
Henri Barbusse	Vie et oeuvre	1
Le feu	roman	2
Roger Martin du Gard	Vie et oeuvre	1
Les Thibault		2
Ecrivains de la résistance	aperçu	1
Paul Eluard	Vie et oeuvre	1
Et un sourire	poésie	1
Louis Aragon	Vie et oeuvre	1
L'oeuvre d'Aragon		2
Jean Lafitte	Vie et oeuvre	1
Jean Lafitte	l'oeuvre	1
André Stil	Vie et oeuvre	2
Jacques Prévert	Vie et oeuvre	2
Vercors	Vie et oeuvre	2
Antoine de Saint-Exupéry	Vie et oeuvre	1
Exupéry	Terre des Hommes	1
Exupéry	Le petit Prince	1
	Révision générale	

LANGUAGE
GRADE ONE
FIRST SEMESTER

All work oral to New Year's. Alphabet and writing not shown to pupils. Pages refer to Russian picture book as used in Armenian Schools at the grade I level.

2 hours per week 16 weeks x 2 = 32 hours 1974-75-76

DATE	THEME	HOURS
2-8 IX	La classe: - Bonjour, camarade, au revoir Qu'est-ce que c'est? C'est une classe (page 1) - C'est un livre, un cahier, un crayon, un cartable, oui, non (page 6)	1 1 1
9-15 IX	- Voici la porte, la fenêtre, le mur, le tableau noir, le pupitre, la chaise, la table, le torchon, la craie, le plafond, le plancher. Résumer "La classe" et faire Apprendre la chanson "Tape-tape"	1 1
16-22 IX	L'école: C'est une école, les enfants vont à l'école, une fillette, un garçon, la maîtresse (page 2)	1 1
23-29 IX	Qui est-ce? Que fait? Ecrit, lit, dessine (page 3-4) (p.10) Est, sur, sous, dans (page 6-7)	1 1
30 IX - 6 X	Résumer "L'école". Jeu Toc-Toc. Qui est-ce? Qui es-tu? etc... La famille: C'est une maison. Le père, la mère, le frère, la soeur (page 12-13-14)	1
7-13 X	Le père lit le journal, la mère lit un livre le frère dessine, la grande soeur lit aussi un livre.	1

DATE	THEME	HOURS
	Voici le grand-père, la grand-mère. Le grand-	1
	père arrose les fleurs, la grand-mère regarde	
	par la fenêtre. La petite soeur est au balcon.	
14-20 X	Résumer "La famille". Récitation - "Bonjour	1
	et bonsoir". "Les parties du corps". La tête,	1
	les cheveux, les yeux, le front, les oreilles,	
	la bouche, la langue,	
21-27 X	le nez, la joue, le cou, la main, le doigt, le pied,	1
	le genou, gauche, droite - c'est - ce sont	
	"Moi - Ma journée" Je suis un garçon, une fillette.	1
	Répondre à la question "Que fais-tu?" Je me lève,	
	je me lave les mains, les oreilles, etc... (page 17)	
28 X - 3 XI	Le matin je me réveille, je fais de la gymnastique,	1
	je me lave (page 19), je m'habille, je déjeune et	
	je vais à l'école avec ma soeur. Mon frère et ma	1
	mère vont au travail. Chant "Il court le furet".	
	(page 23)	
11-17 XI	Je suis en classe. En classe je lis, j'écris,	
	je dessine, je chante, j'écoute la maîtresse.	1
	A la maison j'aide ma mère, je travaille, je fais	
	mes devoirs (page 39, 40, 43)	
	Je joue dans la cour avec mes amies (p. 33, 34, 37)	1
	Le soir je regarde la télé (p. 89) je me couche	
	(p. 105)	
	"Tic-tac" poésie	
18-24 XI	"Les animaux domestiques" (p. 90-91) La poule,	
	les poulets, le coq chante le matin, le chat,	1
	le chien, l'âne, la vache donne du lait, le mouton,	
	le cheval	
	le lapin mange des carottes (page 63)	1
	chant: "Quand trois poules vont au champ".	

DATE	THEME	HOURS
25 XI - 1 XII	"Les animaux sauvages". (p. 94) Au zoo, Maman va au zoo avec Nadine et Michel. Au zoo il y a des animaux sauvages, des oiseaux. C'est un loup, ours, blanc, brun, un renard, un tigre, un lion. "Promenons-nous dans le bois".	1 1
2-8 XII	"Les saisons" (p. 99-100-32) L'automne. Il pleut, le ciel est gris, les feuilles des arbres jaunissent, tombent par terre. Les fruits mûrissent, c'est la cueillette des fruits.	1 1
9-15 XII	L'Hiver (p. 45-49) Il fait froid, la neige blanche, le bonhomme de neige, la luge, les patins, les skis, la glace, tombe, boules de neige. Chanson: "Mon beau sapin".	2
6-22 XII	Noël (pages 54-57) C'est Noël. C'est le jour de l'an. C'est fête. Bonne année. Voici l'arbre de Noël. Le père Noël. Le père Noël apporte et donne des joujoux et des bonbons aux enfants. Il donne des jouets aux enfants. Les enfants chantent et dansent autour du sapin.	1 1
23-30 XII	"Mon beau sapin". Chant. "L'Hiver" - poésie ou "voici la neige". (p. 136 livre de II)	1
	Révision générale	1

LANGUAGE
GRADE ONE
SECOND SEMESTER

All work previously done was oral - using picture book of the Russian language as used in Armenian schools in Armenia at Grade I level.

18 weeks x 2 hours = 36 hours 1974-75-76

In Armenia (instruction for 75-76) Write an example of the letter and word.

DATE	THEME	HOURS
11 - 18 I	Leçon 1. Les lettres "a", "p" (oral, écrit)	2
20 - 26 I	Leçon 2. Les lettres u, n (oral, écrit)	1
	la lettre e (oral, écrit)	1
27 I - 2 II	Leçon 3. La lettre r (oral, écrit)	1
	la lettre m (oral, écrit)	1
3 - 9 II	Leçon 4. Les lettres o, t (oral) (écrit)	1
10 - 16 II	Leçon 5. La lettre G (oral, écrit)	1
	Leçon 6. p. 5 et p. 184. Lisez! - 6	1
17 - 23 II	Leçon 7 et p. 184 Lecture (oral)	1
	la lettre l (écrit)	1
24 II - 2 III	Leçon 8. Les lettres i, v (oral et lecture p. 184)	1
	Les lettres i, v (écrit)	1
3 - 9 III	Leçon 9. p. 6 et p. 185	1
	la lettre f. F (écrit)	1
10 - 16 III	Leçon 10. La lettre s (oral, écrit) et p. 185-10	1
	Leçon 11. La lettre N (oral et page 186)	1
17 - 23 III	La lettre d (écrit)	1
	La lettre S (oral, écrit) Leçon 12 et p. 186-187	1
1 - 6 IV	Leçon 13 - et p. 187 - (lecture)	1
	Leçon 14 - la lettre S entre 2 voyelles et p. 188-14	1

DATE	THEME	HOURS
7 - 13 IV	Leçon 15 La lettre "g" (oral et écrit)	1
	Lecture p. 188-15	1
14 - 20 IV	Leçon 16. La lettre c (le son "s") oral, écrit et page 189-16	1
	Leçon 17 et p. 189-17	1
21 - 27 IV	Leçon 18 Lecture et p. 190-18	1
	Leçon 19 La lettre y - oral, écrit et page 190-19	1
28 IV - 4 V	Leçon 20 La lettre k oral, écrit et p. 191 - Leçon 20	1
	Leçon 21 La lettre g (le son j) oral et page 191-21	1
5 - 11 V	La lettre "g" écrit et leçon 22 p. 14-15 et page 191	1
	Leçon 23 La lettre "j" et p. 192 (oral, écrit)	1
12 - 18 V	Leçon 24 La lettre z oral, écrit et p. 192-24	1
	Leçon 25 Les lettres, h, H, th, Th, oral et p. 192-25	1
19 - 25 V	Les lettres h, H, th, Th, (écrit)	1
26 - 30 V	Révision	1
	Jeux, chants, récitations	2

GRADE TWO
FIRST SEMESTER

1975-76

16 weeks x 3 = 48 hours

1 - 7 IX	Révision des leçons 1-13	1
	Révision des leçons 14-25	1
	Leçon 26 p. 17 ch et p. 193	1
9 - 14 IX	Leçon 27 p. 17 ph et p. 194	1
	Leçon 28 p. 18 oi et p. 194	1
	Leçon 28 p. 18 et p. 195	1

DATE	THEME	HOURS
15 - 21 IX	Leçon 30 p. 19 et p. 196	1
	Leçon 31 p. 20 et p. 196	1
	Leçon 32 p. 20 et p. 196	1
22 - 28 IX	Leçon 33 p. 21 et p. 197	1
	Leçon 34 p. 21 et p. 197	1
	Leçon 35 p. 22 et p. 198	1
29 IX - 5 X	Leçon 36 p. 23 et p. 198	1
	Leçon 37 p. 24 et p. 198	1
	Leçon 38 p. 25 et p. 199	1
6 - 12 X	Leçon 39 p. 26 et p. 199	1
	Leçon 40 p. 28 et p. 200	1
	Leçon 41 p. 29 et p. 200	1
13 - 19 X	Leçon 42 p. 30 et p. 200	1
	Leçon 43 p. 31 et p. 201	1
	Leçon 44 p. 32 et p. 201	1
20 - 26 X	Leçon 45 p. 34 et p. 202	1
	Leçon 46 p. 35 et p. 203	1
	Leçon 47 p. 36 et p. 204	1
27 X - 2 XI	Leçon 48 p. 37 et p. 204	1
	Leçon 49 p. 38 et p. 204	1
	Leçon 50 p. 39 et p. 205	1
November (autumn) holidays		
10 - 16 XI	Leçon 51 p. 41 et p. 205	1
	Leçon 52 p. 42 et p. 205	1
	Leçon 53 p. 43 et p. 205	1
17 - 23 XI	Leçon 54 p. 44 et p. 206	1
	Leçon 55 p. 46 et p. 206	1
	Dictée expliquée	1
24 - 30 XI	Leçon 56 p. 47 et p. 206	1
	Leçon 57 p. 48 et p. 206	
	Leçon 58 p. 49 et p. 207	1
	Leçon 59 p. 50 et p. 208	1

DATE	THEME	HOURS
1-7 XII	Leçon 60 p. 52 et p. 208	1
	Leçon 61 p. 55 et p. 208	1
	Dictée expliquée	1
8-14 XII	Leçon 62 p. 55 et p. 200	1
	Leçon 63 p. 56 et p. 200	1
	Leçon 64 p. 58 et p. 200	1
15-21 XII	Leçon 65 p. 58 et p. 200	1
	Leçon 66 p. 58 et p. 200	1
22-30 XII	Leçon 67 p. 60 et p. 210-211	3
	Leçon 68 p. 61 et p. 210-211	

GRADE TWO
SECOND SEMESTER

18 weeks x 3 hours = 54 hours 1975-76

	Leçon 69 p. 62 et p. 212	1
	Leçon 70 p. 64 et p. 212	1
	Leçon 71 p. 66-67 et p. 213	1
	Leçon 72 p. 68 et p. 213	1
	Leçon 73 p. 69	1
	Leçon 74 p. 70	1
	Leçon 75	1
	Leçon 76-77	1
	Devoir écrit - Dictée expliquée	1
	Leçon 78	1
	Leçon 79 "Les enfants regardent la photo"	1
	Leçon 80 "Jean et Cupi"	1
	Leçon 81 "Le livre d'images"	1
	Leçon 82 Aline et Simon	1
	Leçon 83 Lise casse le vase	1
	Leçon 84	1
	Leçon 85 Mon chat	1

DATE	THEME	HOURS
	Dictée expliquée	1
	Leçon 86 La leçon de dessin	1
	Leçon 87 Jouons à la balle!	1
	Leçon 88 Avec quoi...?	1
	Leçon 89 François est malade	1
	Leçon 90 Pour qui est?	1
	Leçon 91 Qu'est-ce qu'il y a?	1
	Leçon 92 Un cadeau	1
	Leçon 93 La chambre d'André	1
	Devoir écrit - Dictée expliquée	1
	Leçon 94 verbe avoir	1
	Leçon 95 Qu'est-ce que j'ai	1
	Leçon 96 Nos poupées	1
	Leçon 97 Catherine et Paul	1
	Leçon 98	1
	Leçon 99	1
	Leçon 100 Le chien	1
	Leçon 101 verbe être	1
	Dictée expliquée	1
	Leçon 102 Jouons	1
	Leçon 103	1
	Leçon 104	1
	Leçon 105 Sophie est malade	1
	Leçon 106 Le déjeuner	1
	Leçon 107 Le cahier de Marc	1
	Leçon 108 Pour qui est le ballon	1
	Dictée expliquée	1
	Michel et Simon p. 148 (Lire et raconter)	1
	Marie arrive p. 148 (Lire et raconter)	1
	A la porte de l'école p. 150	1
	Après l'école p. 151	
	Au bois p. 152	1
	Le parc p. 153	

DATE	THEME	HOURS
	Le bonhomme de neige p. 154	1
	L'hiver p. 155	
	La fête des mamans p. 156	1
	Dictée expliquée	1
	Comment on a tiré le navet	1
	Le renard et la poule p. 159	1
	Révision	1

GRADE THREE
FIRST SEMESTER

16 weeks x 4 hours = 64 hours 1975-76

1-7 IX	Leçon 1	
	Grammaire: Il faut, faut-il, il ne faut pas infinitif des verbes du 1^{er} groupe	1
	exercices p. 8-10	1
	Exercices p. 11-12	
	"Commencer quelque chose" et "à faire quelque chose"	1
	Vocabulaire p. 12-13	1
8-14 IX	"Adieu vacances!"	2
	"Le cartable de Paul"	1
	Dictée préparée	1
	Dialogue p. 18	1
15-21 IX	Leçon 2	
	Grammaire - on	
	Exercices pages 19-21	1
	Exercices pages 22-23	1
	Vocabulaire pages 23-24	1
22-28 IX	La rentrée	1
	Exercices de révision p. 27-28	1

DATE	THEME	HOURS
	Guy ne veut pas aller à l'école (lire et raconter)	2
29-5 X	Dictée préparée	1
	Leçon 3	
	Leçon de calcul	1
	Quatre opérations	1
	Exercices - Calcul mental	1
6-12 X	Conjugons le verbe faire!	1
	Les foulards rouges p. 37	1
	Leçon 4	
	Verbes du 1er groupe v. appeler	1
	Dictée expliquée	1
13-19 X	Exercices p. 39-43	2
	Vocabulaire p. 44-45	1
	L'éléphant Bimbou - Lecture	2
	Répondez aux questions - raconter	1
20-26 X	Exercices de révision	1
	La fourmi à l'étoile d'or	1
	Dictée expliquée	1
27 X - 2 XI	Leçon 5	
	Quelle heure est-il?	1
	Quelle heure est-il? (p. 54)	1
	Le 7 novembre	1
10-16 XI	Leçon 6	
	Le verbe "mettre"	1
	Vocabulaire (p. 59)	1

DATE	THEME	HOURS
	La montre de ma poupée	2
17-23 XI	Exercices de révision et raconter "La montre de ma poupée"	1
	"Un écolier peu ordinaire"	2
	Dictée expliquée	1
24-30 XI	Leçon 7	
	Verbes pronominaux au présent	1
	Exercices de grammaire (p. 68)	1
	Vocabulaire (p. 69)	1
	Ma matinée (p. 71) Ta matinée (p. 72)	1
1-7 XII	Exercices de révision (p. 73)	1
	"Le vol de Gagarine" (Lire et raconter)	2
	Dictée expliquée	1
8-14 XII	Leçon 8	
	Verbes se coucher et s'habiller	1
	Exercices et impératif des verbes pronominaux (p. 77)	1
	Vocabulaire (p. 79)	1
	Dictée expliquée	1
15-21 XII	"Ma journée" Lire et raconter	2
	Exercices de révision (p. 80-83)	1 + 1
	La leçon de calcul	1
22-30 XII	Dictée expliquée	1
	Révision générale	2

GRADE THREE
SECOND SEMESTER

18 weeks x 4 hours = 72 hours 1975-76

DATE	THEME	HOURS
11-I	Leçon 9	
	verbes pronominaux forme négative	1
	Exercices p. 87-89	1
	Vocabulaire p. 89	1
	La famille Durand	2
	Exercices de révision	1
	Promenons-nous!	1
	Dictée expliquée	1
	Leçon 10	
	Verbes pronominaux, forme interrogative	1
	Vocabulaire p. 99	1
	La famille Durand	2
	Exercices p. 102 (raconter)	1
	Exercices de révision p. 103	1
	Dictée expliquée	1
	Leçon 11	
	Le passé composé	1
	Exercices p. 105-107	1
	Vocabulaire p. 108	1
	"Au cirque"	2
	Exercices de révision p. 112	1
	"Un arbre peu ordinaire"	2
	Dictée expliquée	1

DATE	THEME	HOURS
	Leçon 12	
	Le participe passé	1
	Vocabulaire p. 117	1
	Exercices p. 118	1
	"Le calendrier"	2
	Exercices de révision p. 121	1
	Réponses précises	1
	Dictée expliquée	1
	Leçon 13	
	Verbe voir	1
	Vocabulaire p. 126	1
	"Lettre de François"	2
	Exercices de révision	1
	"La neige"	1
	Leçon 14	
	Verbe "répondre"	1
	Exercices p. 134-135	1
	Vocabulaire p. 136	1
	"Lettre d'André"	2
	Dictée expliquée	1
	Riquiqui se balance	1
	Leçon 15	
	Passé composé avec "être"	1
	Exercices p. 144-145	1
	Vocabulaire p. 146	1
	"L'été" p. 147	2

DATE	THEME	HOURS
	Chez Tante Marguerite	1
	Dictée expliquée	1
	Leçon 16	
	Passé composé avec "être"	1
	Exercices p. 155	1
	Vocabulaire p. 156	1
	"L'automne"	1
	Exercices p. 159-160	1
	"La clé du buffet"	1
	Leçon 17	
	Article défini	1
	Exercices p. 163-165	1
	Vocabulaire p. 166	
	"Le renard et le corbeau"	1
	"La cigale et la fourmi"	1
	Leçon 18	
	Articles partitifs	1
	Dictée expliquée	1
	Exercices p. 170-172	1
	Vocabulaire p. 172	
	"Le repas de la famille"	1
	"L'anniversaire de maman"	1
	Leçon 19	
	L'article partitif p. 175	1
	Dictée expliquée	1

DATE	THEME	HOURS
	Exercices p. 176-177	1
	"A la boulangerie"	1
	"A table"	1

GRADE FOUR
FIRST SEMESTER

4 hours per week with the new manual 1974-75-76

2-8/9-15/16-22 IX	Pour les premières 12 heures voir le manuel p. 238-239	12
23-29 IX	Lecture et conversation	
	"Nicole au quinzième étage" p. 32	2
	"La nouvelle maison de Serge" p. 33	2
	"Une vieille maison" p. 34	2
30 IX - 6 X	Leçon 4 "Le petit déjeuner"	
	apprendre par coeur	1
	Dictée	1
7-13 X	Grammaire	
	Présent des verbes pronominaux	1
	Article partitif	1
	Adjectifs démonstratifs	1
	Vocabulaire p. 42-43	1
14-20 X	"Dans une famille française"	3
	(Lecture, conversation avec l'exercice 23)	
	Dictée	1
21-27 X	"Les Souhaits" (Lire et raconter)	4
28-3 XI	Révision du premier trimestre	1
	Leçon 5	
	Dictée	1

DATE	THEME	HOURS
11-17 XI	Leçon 6 "La ville" par coeur	1
	Grammaire: Présent et passé composé des verbes: apercevoir, recevoir, devoir, pouvoir et ex. p. 60-64	2
	Vocabulaire p. 65	1
18-24 XI	"Christine et François" (Lire et raconter ex. 21)	3
	Dictée	1
25-30 XI	p. 69 ex. 23 "La lettre d'Hélène"	1
	Leçon 7 Grammaire:	
	passé composé avec "être"	1
	passé composé des verbes pronominaux	1
	Vocabulaire p. 77	1
2-8 XII	p. 79 ex. 13	1
	Marianne et Jacques	2
	Dictée	1
9-15 XII	"Jean le bête" (Lire et raconter)	3
	"Riquiqui fait les commissions"	1
16-22 XII	Révision du 2^{e} trimestre	1
	Leçon 8 "Petit Sapin" par coeur	1
	Vocabulaire p. 88	1
	Dictée	1
23-30 XII	"Bonne et heureuse année" (avec l'ex. 5 p. 92)	2
	"Pipolin Père Noël"	2

GRADE FOUR
SECOND SEMESTER

4 hours per week - new manual 1974-75-76

DATE	THEME	HOURS
11-18 I	Leçon 9	
	Quand la neige tombe - par coeur	1
	Pronoms personnels	1
	Vocabulaire p. 101-102	2
20-26 I	Les sports d'hiver (Lire et raconter)	3
	Dictée	1
27 I - 2 II	page 108 ex. 25 - lire et raconter	2
	"L'étoile" p. 110	2
3-9 II	Leçon 10 Les parties du corps (par coeur)	1
	Pronoms personnels p. 113	1
	Vocabulaire p. 117	1
	Dictée	1
10-16 II	Au cirque - Lire et raconter	2
	"Rions un peu" p. 121	1
	Leçon 11 Grammaire p. 122	2
17-23 II	Vocabulaire p. 127	2
	Dictée	1
24 II - 2 III	Une maladie étrange	3
	"Je suis malade"	3
3-9 III	Leçon 12 "Bonne fête" (par coeur)	1
	Dictée	1
10-16 III	"Un caoutchouc"	2

DATE	THEME	HOURS
	Leçon 13 La ferme de grand-papa (par coeur)	1
	Grammaire: Futur des verbes du 3^{e} groupe	1
17-23 III	Vocabulaire p. 143	2
	Exercices p. 144-146	1
	Dictée	1
1-6 IV	La ferme du père Castor	3
	Révision du 3^{e} trimestre	1
7-13 IV	Leçon 14 Les saisons (par coeur)	1
	Grammaire p. 154	1
	Vocabulaire p. 156-157	2
14-20 IV	Dictée	1
	Martine et les 4 saisons	3
27-27 IV	Bambi (Lire et raconter)	2
	Leçon 15 - Lénine	1
	Dictée	1
28 IV - 4 V	Leçon 16 - Vocabulaire	1
	V. Doubinine	2
	Leçon 17 - Les vacances (par coeur)	1
5-11 V	Grammaire (Futur simple des verbes du 3^{e} groupe)	2
	Vocabulaire p. 175	2
12-18 V	Une composition	2
	Riquiqui campeur	2
19-25 V	Dictée	1
	Révision du IV trimestre	3
26-31 V	Révision	4

GRADE FIVE
FIRST SEMESTER

6 hours x 16 weeks = 96 hours

1975-76

DATE	THEME	HOURS
1-7 IX	Leçon 1	
	Conversation - Les vacances passées	
	Grammaire - Pronoms personnels	1
	Exercices p. 4-7	1
	Vocabulaire p. 8 et exercices p. 9-13	4
8-14 IX	"Une leçon" Lire et raconter	2
	Travail écrit de classe	1
	"Mon cher Pierre" p. 16	1
	"Réunion de pionniers" (Lecture à domicile) (Contrôle)	1
	Leçon 2	
	Loisirs et grammaire - degrés de comparaison des adjectifs	1
15-21 IX	Exercices p. 22	1
	Verbe "croire"	1
	Vocabulaire p. 23-27	3
	Devoir écrit de contrôle	1
22-28 IX	Nous allons camper (Lire et raconter)	3
	"Poum au jardin des plantes" (Lecture à domicile)	2
	"Dispute des appareils ménagers"	1
29 IX - 5 X	Devoir écrit de contrôle	1
	Leçon 3	
	Grammaire - verbes en "aître"	1
	Exercices de révision p. 38-40	1
6-12 X	Vocabulaire p. 40-45	6
	"Avant le spectacle" p. 45	1
	Devoir écrit de contrôle	1

DATE	THEME	HOURS
13-19 X	"Au musée Grévin"	2
	Une séance de prestidigitation (Lecture à domicile)	1
	Révision du premier trimestre p. 51-53	1
	Devoir écrit de contrôle	1
	Leçon 4	
	Vocabulaire et "Le 7 novembre" p. 54	1
20-26 X	"Le 7 novembre" (Lire et raconter)	3
	Leçon 5	
	Voyage p. 59 et grammaire - futur immédiat	1
	Devoir de contrôle	1
27 X - 2 XI	Vocabulaire p. 62-66 et exercices p. 62-66	5
	Lecture et conversation p. 66-67	1
	"En chemin de fer"	2
10-16 XI	"En chemin de fer" raconter ex. 19 p. 69	1
	"En chemin de fer" suite (exercices 26 p. 70)	2
	"Les premiers chemins de fer"	1
	p. 72 exercices 31 Dialogue	1
	"Une aventure en voyage" (Lecture à domicile)	1
	Devoir écrit de contrôle	1
17-23 XI	Leçon 6	
	"Voyage" Grammaire - Imparfait	1
	Exercices de grammaire p. 76-78	1
	Vocabulaire et exercices p. 78-83	5
24-30 XI	Devoir écrit de contrôle	1
	Lecture et conversation p. 83	1
	"De Paris à Tokyo" Lire et raconter exercice 22	3
1-7 XII	"De Paris à Tokyo"	3
	"Un marin" (Lecture à domicile)	1

DATE	THEME	HOURS
	Dictée de contrôle	1
8-14 XII	Exercices de révision (p. 92-95)	1
	Leçon 7	
	Fête du Nouvel An vocabulaire p. 97	1
	Lecture et conversation exercice 7	1
	"La visite du Père Noël"	2
	Dictée de contrôle	1
15-21 XII	Leçon 8	
	Géographie (Grammaire - Imparfait)	1
	Exercices de grammaire p. 102-104	1
	Vocabulaire p. 105 exercices p. 105-108	4
22-30 XII	Devoir écrit de contrôle	1
	Lecture et conversation p. 109	1
	Une leçon de géographie	3
	Devoir de contrôle	1

GRADE FIVE
SECOND SEMESTER

6 hours x 18 weeks = 108 hours 1975-76

11 I	Exercices p. 112-113	
	Exercices 28, 29 et Côte d'Azur	2
	Nous allons en URSS	2
	"Le Marco Polo français" (Devoir à domicile)	1
	Leçon 9	
	Capitale de l'URSS et verbe "construire"	1
	L'imparfait Exercices p. 120-121	1
	Vocabulaire et exercices p. 121-125	5
	Dictée ou autre travail de contrôle	1

DATE	THEME	HOURS
	Lecture et conversation p. 126	1
	"Visitons Paris" Lire et raconter	4
	"Visitons Paris" suite	4
	"Une lettre de Moscou" (Lecture à domicile)	1
	Devoir écrit de contrôle	1
	Leçon 10	
	Episodes de l'histoire de la France	
	Grammaire - pronom adverbial - y adverbe ne ... que	2
	Vocabulaire p. 142-146	5
	Devoir écrit de contrôle	1
	Lecture et conversation "Une leçon d'histoire" p. 148-150	4
	Devoir écrit de contrôle	1
	L'Histoire de la Marseillaise	3
	Sur une barricade (Lecture à domicile)	1
	Leçon 11	
	Guerre nationale - Grammaire - pronom adverbial en	1
	Exercices de grammaire (p. 158-160)	1
	Vocabulaire p. 160-163	4
	Devoir écrit de contrôle	1
	"Une jeune patriote"	3
	Lire et raconter et la suite aussi	3
	"Un cadeau de fête"	4
	Devoir de classe - contrôle	1
	"Un cadeau de fête" (en classe - lecture expliquée)	1
	et la suite à domicile	1
	Révision du III trimestre - exercices p. 176-179	1

DATE	THEME	HOURS
	Leçon 12	
	Sports - grammaire - passé immédiat	1
	Exercices de grammaire p. 181-182	1
	Devoir de classe de contrôle	1
	Vocabulaire p. 183	4
	Lecture et conversation p. 187-189 Répondez aux questions exercice 21	2
	"Michel Jasy, champion du monde" (lire et raconter)	4
	La suite II partie (p. 191-194) Lire et raconter	5
	Devoir de contrôle	1
	"Les héros du marathon"	1
	Lecture expliquée en classe et la suite - lecture à domicile	1
	Leçon 13	
	Lénine et les enfants - vocabulaire	1
	Lénine et les enfants p. 200-201	3
	Leçon 14	
	Vacances - Grammaire - révision	1
	Devoir de classe	1
	Vocabulaire p. 207-209	4
	Lecture et conversation "Dans les montagnes" (Lire et raconter)	4
	Devoir de classe	1
	"Aventures de vacances"	3
	Sute II p. 216 Lecture à domicile	1
	Révision du IV trimestre	1
	"Nos vacances" p. 221 par coeur	1
	et 3 heures de révision générale	3

GRADE SIX
FIRST SEMESTER

1974-75-76

6 hours per week

DATE	THEME	HOURS
2-8 IX	Leçon 1 "L'enseignement en France"	1
	"Notre école"	2
	Mots et expressions	2
	Grammaire - Le nom et les articles	1
	Analyse de la phrase p. 15	1
9-15 IX	Dialogue - Préparatifs de rentrée	2
	"La blouse"	2
	Devoir écrit	1
16-22 IX	Vocabulaire p. 21	1
	Mots et expressions p. 22	1
	Exercices d'application p. 22-23	1
	Exercices page 25	1
	Le genre du nom p. 29	1
	Travail écrit	1
23-29 IX	Dialogue p. 32 (Lire et raconter)	2
	Vocabulaire p. 38	1
	"Deux amis"	2
	Mots et expressions	1
	Devoir de contrôle	1
30 IX - 6 X	Le nombre du nom	1
	Grammaire p. 44 - Exercices p. 45	1
	Conjugaison p. 45	2
	"Christophe reçoit la visite du fils d'Olivier"	1
	Devoir écrit	2
7-13 X	Vocabulaire p. 52 "Notre classe"	2
	Mots et expressions	1
	Grammaire p. 57	1
	Devoir de classe	

DATE	THEME	HOURS
14-20 X	Trait de générosité (Lire et raconter)	3
	Vocabulaire "La camaderie"	1
	Mots et expressions	1
	Devoir écrit	1
21-27 X	Grammaire p. 72	1
	"L'amitié" (Lire et raconter)	3
	Vocabulaire "La famille Bondet"	1
	Devoir écrit	1
28 X - 3 XI	Mots et expressions	2
	L'adjectif qualificatif p. 89	2
	Exercices grammaticaux p. 90-92	1
1 semaine de vacance		
11-17 XI	Les temps immédiats (futur)	1
	Analyse - Le complément circonstanciel	1
	"Le petit Flouc" (Lire et raconter)	2
	Vocabulaire p. 100	1
	Mots et expressions	1
	Devoir écrit	1
18-24 XI	Exercices d'application p. 101	2
	"Décrivez votre famille "	
	Devoir écrit	1
	"Poil de carotte" (Lire et raconter)	3
25-30 XI	Le pluriel des adjectifs qualificatifs	1
	Exercices grammaticaux	1
	Analyse de la phrase	1
	"Le téléphone" p. 110	2
	Devoir écrit	1
2-8 XII	Le passé immédiat	1
	"Le meilleur fils" (Lire et raconter)	2
	"Le nom" p. 111 (Lire et raconter)	2
9-15 XII	Analyse de la phrase	1
	Vocabulaire p. 117	1
	L'appartement des Pétrov	1

DATE	THEME	HOURS
	Mots et expressions	2
	Devoir écrit	1
16-22 XII	Exercices d'application p. 119-120	1
	Une maison à la campagne	1
	Les adjectifs et pronoms démonstratifs	2
	Exercices grammaticaux p. 125	1
	Devoir écrit	1
23-29 XII	Le plus-que-parfait	1
	Analyse de la phrase	1
	"L'appartement de mes rêves" (Lire et raconter)	2
	Notre maison - raconter	1
	Révision	1

GRADE SIX
SECOND SEMESTER

6 hours per week

1974-75-76

11-18 I	Conversation - Les vacances d'hiver	1
	Notre nouvelle demeure p. 129	2
	"La farce" p. 130	3
20-26 I	Vocabulaire p. 136	1
	Mots et expressions	1
	Exercices d'application	1
	"Le couvert" p. 138	2
	Devoir écrit	1
27 I - 2 II	"Le déjeuner chez un avare" (Lire et raconter)	4
	Analyse de la phrase	1
	Devoir écrit	1
3-9 II	Exercices p. 143-144	1
	Le conditionnel présent	1
	Analyse p. 148	1
	"Le repas en France"	2
	Devoir écrit	1

DATE	THEME	HOURS
10-16 II	Mots et expressions p. 156	1
	Grammaire p. 162-163-164	2
	Analyse de la phrase	1
	Dialogue "Un repas" (Lire et raconter)	2
17-23 II	Devoir écrit	1
	Les maladies p. 173	1
	Mots et expressions	2
	Analyse	1
	Une consultation p. 176	1
24 II - 2 III	Devoir écrit	1
	Dialogue p. 177	1
	La forme passive	1
	Verbes impersonnels	1
	Exercices de grammaire	1
	Devoir écrit	1
3-9 III	La petite soeur malade	2
	Trait de courage (Lire et raconter)	2
	Analyse	1
	Devoir écrit	1
10-16 III	La santé - Vocabulaire p. 189	2
	Mots et expressions	2
	La santé et les maladies p. 192	2
17-23 III	"Au service des noirs"	4
	Analyse	1
	Devoir écrit	1
1-6 IV	Grammaire - pronoms personnels - en, y (p. 197)	1
	Exercices de grammaire p. 198-199	1
	Analyse	1
	Trait de reconnaissance (Lire et raconter)	2
	Devoir écrit	1
7-13 IV	Sports et jeux - vocabulaire	1
	Mots et expressions	2
	Exercices d'application p. 211-212-213	1

DATE	THEME	HOURS
	Grammaire: Les adjectifs et pronoms indéfinis	1
	Devoir écrit	1
14-20 IV	Exercices grammaticaux	1
	Verbes pronominaux	1
	Analyse de la phrase	1
	Vocabulaire p. 228	2
	Devoir écrit	1
21-27 IV	Mots et expressions p. 229	3
	Un match de football	2
	Exercices p. 231-233	1
	Analyse	1
28 IV - 4 V	Les campeurs p. 234	1
	Défaillance (Lire et raconter)	5
5-11 V	Grammaire formes verbales et exercices	2
	Mode impératif p. 242 Exercices	1
	"Un match" p. 244	3
12-18 V	Devoir écrit	1
	Le tricycle endiablé	2
	Poésie - Travaillons (par coeur) p. 51	1
19-25 V	Révision	2
26-31 V	Révision	6

GRADE SEVEN
FIRST SEMESTER

6 hours per week 1974-75-76

1-7 IX	Conversation libre - Les vacances passées	1
	"L'école du village" (Lire et raconter)	2
	Exercices de vocabulaire p. 9-14	1
	Le subjonctif présent	1
	Exercices de grammaire p. 16-18	1

DATE	THEME	HOURS
9-14 IX	"L'examen du général Dronot" (Lecture à domicile)	1
	"Un dîner en famille" (Lecture expliquée et racontée)	3
	Répéter le subjonctif et exercices	1
	Dictée - but - subjonctif	1
15-21 IX	Lecture à domicile "Une dure enfance" p. 32	1
	Subjonctif/présent des verbes du 3^e groupe	2
	Exercices #5 p. 36	1
	"En famille" poésie p. 38 (apprendre par coeur)	1
	Dictée - but - subjonctif des verbes du 3^e groupe	1
22-28 IX	Lecture à domicile "Maman, Ma" p. 41	1
	"Hygiène" p. 54 (Lecture expliquée)	3
	Le subjonctif passé	1
	Dictée - but - subjonctif passé	1
29 IX - 5 X	"La donneuse de sang" (Lecture à domicile)	1
	"Le docteur Antoine" Lecture expliquée et narration	3
	Analyse logique et grammaticale de la phrase	1
	Travail écrit de contrôle	1
6-12 X	"Une drôle de maladie" p. 65 (Lecture à domicile)	1
	"Jeunes Parisiens en vacances"	3
	Analyse de la phrase (log. et gram.)	1
	Travail écrit - Composition (au choix du maître)	1
13-19 X	"Le mouvement pour faire maigrir" p. 85 (lecture à domicile)	1
	page 74 - sports - vocabulaire	2
	Exercices p. 75-77-78	2
	Travail écrit - Composition - sport	1
20-26 X	Lecture à domicile "Mon sport préféré" ou "Un match" narration	1
	Labeur de savants	3
	Exercices p. 94-98	2
	Travail écrit - au choix du maître	1
27 X - 2 XI	Lecture à domicile "Une surprise agréable"	1

DATE	THEME	HOURS
	"Quand les sirènes se taisent" (lecture expliquée)	3
	Travail écrit	1
10-16 XI	Lecture à domicile "Un génie bricoleur" p. 128	1
	Style direct, indirect, p. 125	1
	Exercices p. 127-131	2
	Analyse de la phrase (logique et grammaticale)	1
	Révision (fin de trimestre)	1
17-23 XI	Lecture à domicile "Camp No. 13" p. 135 I partie (Diviser le texte en 4 parties)	1
	La France p. 141-142 jusqu'au milieu physique	1
	L'économie p. 148-149 Lecture expliquée (seulement)	3
	Travail écrit	1
24-30 XI	Lecture à domicile "Camp No. 13" (suite)	1
	Interrogation directe, indirecte	1
	Exercices p. 162-164	1
	L'industrie p. 150 jusqu'à industries de transformation (Lecture expliquée)	1
	Analyse de la phrase	1
	Travail écrit - composition - "La France"	1
1-7 XII	Lecture à domicile "Camp No. 13" (suite)	1
	"Chanson de la Seine" (poésie) Lecture expliquée et par coeur	2
	"Paris" page 176. Lecture expliquée avec la projection du film fixe	3
8-14 XII	Lecture à domicile "Camp No. 13" (fin)	1
	"Paris" Raconter p. 176	1
	"A Paris" p. 177 exercice 10 (en classe)	1
	"La ville" p. 180-181 exercice 14	1
	Analyse de la phrase	1
	Travail écrit	1
15-21 XII	Lecture à domicile "Camp No. 13" Résumer et raconter le tout	1

DATE	THEME	HOURS
	Style direct, indirect. Révision p. 189	1
	Exercices p. 190-192	1
	Analyse de la phrase	1
	Dialogue p. 193	2
22-30 XII	A domicile - préparer - raconter "Notre ville"	1
	"Les chemins de fer" Lecture expliquée	3
	Analyse de la phrase	1
	Travail écrit - composition "Notre ville"	1

GRADE SEVEN
SECOND SEMESTER

6 hours per week 1974-75-76

11-18 I	"Les vacances d'hiver" conversation	1
	Pronoms relatifs et exercices	2
	"Et brusquement Toulouse surgit"	3
20-26 I	Préparer à domicile et raconter "Un voyage"	1
	"Et brusquement Toulouse"	2
	Analyse de la phrase	1
	Devoir de classe - composition "Un voyage"	1
27 I - 2 II	Pronoms interrogatifs	2
	Lecture à domicile - Lire et parler des aviateurs héros de la guerre	1
	"Mermoz" p. 250	2
	Devoir de classe	1
3-9 II	Lecture à domicile	1
	"Mermoz"	4
	Devoir de classe	1
10-16 II	Lecture à domicile	1
	SOS sur la montagne	4
	Analyse de la phrase	1
17-23 II	Lecture à domicile	1

DATE	THEME	HOURS
	SOS sur la montagne	2
	Exercices p. 265 No. 10, 11 p. 269 no. 16	1
	Analyse de la phrase	1
	Devoir de classe	1
24 II - 2 III	Lecture à domicile	1
	La pêche fantastique	5
3-9 III	Lecture à domicile	1
	La pêche fantastique	1
	Pêchons les requins à la main	2
10-16 III	Lecture à domicile	1
	Pêchons les requins à la maison	4
	Devoir de classe	1
17-23 III	Lecture à domicile	1
	Les émotions du Dr. Bombard	3
	Devoir de classe	1
	Révision	1
1-6 IV	Lecture à domicile	1
	Les émotions du Dr. Bombard	3
	Analyse de la phrase	1
	Devoir de classe	1
7-13 IV	Lecture à domicile	1
	Comment je fis scandale	3
	Analyse de la phrase	1
	Devoir de classe	1
14-20 IV	Lecture à domicile	1
	Première représentation	2
	Exercices p. 295-298	2
	Devoir de classe	1
21-27 IV	Lecture à domicile	1
	Mozart à l'Opéra	5
28 IV - 4 V	Le fils de Zampitelli	3
5-11 V	Lecture à domicile	1
	Le fils de Zampitelli	3

DATE	THÈME	HOURS
	Devoir de classe	1
12-18 V	Lecture à domicile	1
	Le fils de Zampitelli	3
	Analyse de la phrase	1
	Devoir de classe	1
19-25 V	Lecture à domicile	1
	Révision générale	4
	Devoir écrit	1
26-30 V	Révision générale	4

GRADE EIGHT
FIRST SEMESTER

4 hours per week 1974-75-76

2-8 IX	Thème I: La correspondance	
	Conversation libre - sujet - "Les vacances passées	1
	Lettre de Paul à Jules p. 11	1
	Vocabulaire p. 9-10	2
9-15 IX	Vocabulaire p. 11-12	1
	Le télégramme p. 17 et vocabulaire p. 18	1
	Le subjonctif - révision	1
	Composition - Une lettre	1
16-22 IX	Apprenons à téléphoner (Lecture expliquée et narration)	2
	Thème II: La vie scolaire	
	Conditionnel présent avec si p. 37-38	2
23-29 IX	Lecture à domicile "Le téléphone" p. 18	1
	Un nouveau Lecture expliquée	2
	et narration	1
30 IX - 6 X	Composition - Votre école, votre vie scolaire	1

DATE	THEME	HOURS
	Thème III: Les métiers	
	Conditionnel passé p. 44-45	1
	Le participe passé p. 48 (l'accord)	1
	Lecture à domicile Parler de (p. 49) "Choix d'une carrière" ayant comme plan les questions et exercice II p. 50	1
7-13 X	Thème IV: Le cinéma	
	"Le destin d'un homme" Lecture expliquée	4
14-20 X	Composition - votre profession préférée	1
	"Le destin d'un homme" - narration	2
	A domicile - se préparer et réciter en classe "Mon film préféré"	1
21-27 X	Vocabulaire p. 59	1
	Mots et expressions	1
	Exercice p. 60	1
	Composition - Mon film préféré	1
28 X - 3 XI	Thème V: Le patriotisme	
	"Le cheminot J. Coquelin" Lecture expliquée et narration	3
	Lecture à domicile p. 88 "L'héroïsme d'un enfant"	1
11-17 XI	"Le petit tambour" p. 73 Lecture expliquée	3
	Composition "Un exploit pendant la guerre patriotique"	1
18-24 XI	"Le petit tambour" narration	2
	Les pronoms possessifs	1
	Lecture à domicile "Un exploit de guerre" ou choix de l'élève ou "Rose France" p. 79	1

DATE	THEME	HOURS
25-30 XI	Thème VI: L'art	
	Auguste Rodin (Lecture expliquée - seulement)	3
	Composition - La vie et l'oeuvre d'un sculpteur ou d'un peintre	1
2-8 XII	"Dévouement des bourgeois de Calais" (Lecture expliquée)	3
	Lecture - Raconter la vie d'un peintre ou d'un artiste préféré	1
9-15 XII	"Dévouement des bourgeois de Calais" raconter	3
	Composition - Le livre que j'ai lu	1
16-22 XII	Grammaire - Le nombre dans les noms p. 112-114 et 118-119	3
	Composition	1
23-29 XII	Grammaire p. 107	1
	Analyse de la phrase	1
	Lecture à domicile	1
	Révision générale	1

GRADE EIGHT
SECOND SEMESTER

4 hours per week

1974-75-76

11-18 I	Thème VII: La France et les Français	
	"Paris" Leçon 15	3
	Lecture à domicile "Paris" (Manuel de VII classe)	1
20-26 I	"Paris" Leçon 15	3
	Composition "Paris"	1
27 I - 2 II	"La commune de Paris" (Lecture expliquée)	3
	Lecture à domicile "La France"	1
3-9 II	Thème VIII: La musique et le théâtre	
	Leçon 22 p. 178 Mort de Beethoven	3

DATE	THEME	HOURS
	Composition - La vie d'un compositeur	1
10-16 II	Leçon 23 Le tombeau de Paganini	3
	Lecture à domicile "Votre écrivain préféré et son oeuvre"	1
17-23 II	Thème IX: Lénine	
	Leçon 24 p. 194 "Hommage à Lénine" (Lecture expliquée)	3
	Composition - L'enfance et les années scolaires de Lénine	1
24 II - 2 III	Leçon 25 - p. 199 Lénine en émigration	3
	Composition - Un voyage	1
3-9 III	Thème X: Les hommes soviétiques	
	Leçon 27 - Le ciel et la terre au service de l'homme (lecture expliquée)	3
	Lecture à domicile "Les succès de l'URSS dans le cosmos"	1
10-16 III	Adjectifs et pronoms démonstratifs p. 208-209	1
	Analyse de la phrase	1
	Composition "Le livre que j'ai lu"	1
17-23 III	Thème XI: Les travaux champêtres	
	Les semailles d'automne (lecture expliquée)	3
	Révision	1
1-6 IV	La tenaison	3
	Lecture - votre journée de travail et vos loisirs	1
7-13 IV	Révision XI p. 236	1
	Exercices p. 237	1
	Analyse de la phrase	1
	Composition (au choix du maître)	1

DATE	THEME	HOURS
14-20 IV	Thème XII: Les grandes vacances	
	Leçon 31 - Les grandes vacances	2
	Analyse de la phrase	1
	Lecture à domicile au choix du maître	1
21-27 IV	Voyage à travers la province	3
	Composition au choix du maître	1
28 IV - 4 V	Dialogue p. 243	1
	Dialogue p. 244	1
	Les trois souhaits (raconter)	2
5-11 V	Lecture à domicile "Les vacances"	1
12-18 V	Révision	8
19-25 V	Révision	

GRADE NINE
FIRST SEMESTER

1974-75-76

4 hours per week

2-8 IX	Conversation - Les vacances passées	1
	Leçon 1 - Lecture expliquée - "Marius indigent"	3
9-15 IX	Etude du texte p. 7-8	1
	Raconter le texte	1
	Vocabulaire - polysémie p. 10	1
	Reproduction	1
16-22 IX	Synonymie p. 12	1
	Grammaire p. 16-17	1
	Analyse de la phrase	1
23-29 IX	Leçon 2 "Les deux pôles du vrai"	3
	Etude du texte	1
	Reproduction	1
30 IX - 6 X	Raconter le texte	1
	Vocabulaire polysémie	1
	Synonymie	1

DATE	THEME	HOURS
	Grammaire p. 37-39	1
7-13 X	Analyse logique et grammaticale de la phrase	1
	Résumer le thème	1
	Reproduction	1
	Leçon 3 "Miss Lydia et Colomba" Lecture expliquée	3
14-20 X	Etude du texte	1
	Raconter le texte	1
	Reproduction	1
21-27 X	Vocabulaire - polysémie	1
	Vocabulaire - Synonymie	1
	Grammaire p. 58-60	1
	Analyse de la phrase	1
28 X - 3 XI	"Le précepteur" Leçon 4 (Lecture expliquée)	3
	Reproduction	1
11-17 XI	Etude du texte et exercices p. 71	1
	Raconter le texte	1
	Vocabulaire - polysémie	1
	Vocabulaire - synonymie	1
18-24 XI	Grammaire p. 79-80	1
	Analyse de la phrase	1
	Résumer le thème	1
	Reproduction	1
25-30 XI	Leçon 5 "Une leçon de morale" (Lecture expliquée)	3
	Etude du texte	1
2-8 XII	Raconter le texte	1
	Vocabulaire - polysémie	1
	Vocabulaire - synonymie	1
	Reproduction	1
9-15 XII	Grammaire p. 108-109	1
	Analyse de la phrase	1
	Résumer le thème	1
16-22 XII	Leçon 6 "Voyage du jeune Djambi"	3

DATE	THEME	HOURS
	Reproduction	1
23-29 XII	Etude du texte	1
	Raconter le texte	1
	Poésie - par coeur "Le dormeur du vol"	1
	Révision	1

GRADE NINE
SECOND SEMESTER

4 hours per week 1974-75-76

11-18 I	Vocabulaire - polysémie (p.120)	1
	Vocabulaire - synonymie	1
	Grammaire p. 124	1
	Analyse de la phrase	1
20-26 I	Résumer le thème	1
	Leçon 7 Christophe et Minna (Lecture expliquée)	2
	Reproduction	1
27 I - 2 II	Etude du texte	1
	A raconter	1
	Vocabulaire - polysémie	1
	Vocabulaire - synonymie	1
3-9 II	Grammaire p. 143-144	1
	Analyse de la phrase	1
	Résumer le thème	1
	Reproduction	1
10-16 II	Leçon 8 Jacques et Daniel (Lecture expliquée)	3
	Etude du texte	1
17-23 II	Raconter le texte	1
	Vocabulaire - polysémie	1
	Vocabulaire - synonymie	1
	Reproduction	1
24 II - 2 III	Grammaire p. 164-165	1
	Analyse de la phrase	1

DATE	THEME	HOURS
	Résumer le thème	1
3-9 III	Leçon 9 En panne dans le désert (Lecture expliquée)	3
	Etude du texte	1
	Reproduction	1
10-16 III	Raconter le texte	1
	Vocabulaire - polysémie	1
	Vocabulaire - synonymie	1
	Grammaire p. 184	1
17-23 III	Analyse de la phrase	1
	Résumer le thème	1
	Leçon 10 Le pépin (Lecture expliquée)	1
	Reproduction	1
1-6 IV	Le pépin (Lecture expliquée)	2
	Etude du texte	1
	à raconter	1
7-13 IV	Vocabulaire p. 198-202	2
	Grammaire p. 205	1
	Reproduction	1
14-20 IV	Analyse de la phrase	1
	Résumer le thème	1
	Leçon 11 La mer et la nuit (Lecture expliquée)	3
21-27 IV	Etude du texte	1
	et à raconter	1
	Reproduction	1
28 IV - 4 V	Vocabulaire - polysémie	1
	Vocabulaire - synonymie	1
	Grammaire	1
	Analyse	1
5-11 V	Résumer le thème	1
	Reproduction	1
12-18 V 19-30 V	Révision générale de grammaire et de vocabulaire	10

GRADE TEN
FIRST SEMESTER

4 hours per week 1974-75-76

DATE	THEME	HOURS
2-8 IX	Conversation - Les vacances passées	1
9-15 IX	Leçon 1 Pierre Cronziots paysan (Lecture expliquée)	6
	Travail écrit	1
16-22 IX	Etude du texte	1
	Raconter le texte	2
	Exercices de lexique p. 12-15	2
23-29 IX	Exercices de grammaire p. 20-21	1
	Formes verbales p. 23-24	2
30 IX - 6 X	Composition	1
	Accord du participe passé p. 22	2
	Analyse de la phrase	1
7-13 X	Vocabulaire p. 25	2
	Analyse de la phrase	1
	Composition	1
14-20 X	Leçon 2 Une noce (Lecture expliquée)	6
21-27 X	Etude du texte	1
	Composition au choix du professeur	1
28 X - 3 XI	Raconter le texte	2
	Exercices de lexique p. 47	2
11-17 XI	Exercices de grammaire p. 52-55	2
	Vocabulaire p. 55-56	2
18-24 XI	Composition au choix du professeur	1
	Exercices p. 56 no. 30, 31, 34	1
	Lecture à domicile p. 71-74 Aventures entre ciel et terre	2
25-30 XI	Lecture à domicile et raconter en classe p. 75-77 "Le fantôme"	2

DATE	THEME	HOURS
	On a eu l'inspecteur	3
2-8 XII	Composition au choix du professeur	1
	Justice Leçon 3	2
9-15 XII	Justice - Crainquebille devant la justice	6
	(Lecture expliquée)	
16-22 XII	Etude du texte	1
	Composition	1
23-29 XII	Raconter le texte	2
	Composition	1
	Révision	1

GRADE TEN
SECOND SEMESTER

4 hours per week

1974-75-76

11-18 I	Exercices de grammaire p. 91-92	2
	Vocabulaire p. 93	2
20-26 I	Exercices p. 94-96	1
	Résumer le thème "Justice"	1
	Résumer en français p. 100-101	2
27 I - 2 II	Composition	1
	Leçon 4 Presse "Noir sur Blanc"	3
3-9 II	Lecture expliquée	3
	Composition	1
10-16 II	Etude du texte	1
	et raconter le texte	2
	Exercices de lexique p. 120-122	1
17-23 II	Exercices de grammaire	2
	Analyse de la phrase	1
	Composition	1
24 II - 2 III	Vocabulaire p. 125-126 ex. p. 126-127	2
	Raconter en français "Visite d'un reporter" p. 132	1

DATE	THEME	HOURS
	à domicile "Visite d'un reporter"	1
3-9 III	Leçon 5 Normandie - Niewen (Lecture expliquée)	3
	Composition	1
10-16 III	Lecture expliquée (suite) Etude du texte	5
17-23 III	Raconter le texte	2
	Composition	1
1-6 IV	Exercices de grammaire p. 157, 158, 159	2
	Vocabulaire p. 160	2
7-13 IV	page 162 exercice 25	1
	"Une évasion" p. 167 à domicile	2
	Composition "Un exploit de la guerre patriotique"	1
14-20 IV	Lecture à domicile "La valise" et	2
	page 182 (1943-44)	1
	Poésie - par coeur - André Verdet "Les vilains messieurs"	1
21-27 IV	"Les fusillés de Châteaubriand"	2
	Poésie "La vérité" p. 191	1
	Composition	1
	Composition	1
28 IV - 4 V	Quatre semaines de révision générale de	
5-11 V	grammaire - voir Grammaire pages 194-213 au choix	
12-25 V	du professeur	

APPENDIX 6
TECHNICAL TRANSLATION PROGRAM
GRADE NINE
FIRST SEMESTER

1974-75

16 weeks x 2 = 32 hours
- 4 hours (written)
28 hours

GRADE NINE
SECOND SEMESTER

18 weeks x 2 = 36 hours
- 4 hours (written)
32 hours
First semester - 28 hours
60 hours (TOTAL)

TOPICS	HOURS
La naissance de la terre p. 110,111	2
Les ports	1
Navigation aérienne	2
Les chemins de fer	2
Le métropolitain (p. 61)	2
Mines sans mineurs p. 60	2
Notre satellite La lune p. 237	2
Le matin du 12 avril 1961 et	2
Vocabulaire p. 186	1
Histoire des chiffres	1
Notions de la géométrie	1
Mendelier p. 236	2
Vocabulaire p. 237-238	1
En plongée p. 126	2
Les nacres p. 128	2
Une trouvaille p. 130	2

TOPICS	HOURS
Les poissons de grande profondeur	1
La chauve-souris p. 111	1
Les dauphins p. 112	2
Les feuilles ont des nervures p. 114	1
Christophe Colomb	2
Tchélionskine p. 190	2
Mermoz p. 188	2/38.
Les autres heures (22 heures) voir le journal "Les nouvelles de Moscou" et choisir des textes concernant la technique et la politique.	

GRADE TEN
FIRST SEMESTER
SECOND SEMESTER 1974-75

Architecture	
Style roman p. 81	
Style gothique p. 84	2
Renaissance p. 88	
Architecture classique p. 90	1
Versailles	3
XVIII - XIX siècle Epoque moderne	1
La Spéléologie - Une science française	2
Découverte de la rivière p. 167	4
205 jours hors du temps	1
Dans la gueule de l'Etna	4
A la découverte de la jungle (p. 229)	3
Un exploit dans l'antarchide	1
Le radar	1
La TSF, la télé	2
Phénomènes électriques	3
"Le cerveau"	2
Structure de l'atome	2

TOPICS	HOURS
La radioactivité	2
Le tube électronique	1
Les électrons en liberté	1
Le pétrole - ses dérivés	2
L'électronique et l'avenir	2
L'obstacle principal c'est l'homme	1/41

Choisir des textes du journal "Les nouvelles de Moscou" pour les autres heures.

VITA

NAME:	Atken Armenian
PLACE OF BIRTH:	Cairo, Egypt
YEAR OF BIRTH:	1944

POST-SECONDARY EDUCATION AND DEGREES:

Imperial College of Science and Technology
University of London
London, England
1962-1965 B. Sc. (Hons.) in Oil Technology

University of Alberta
Edmonton, Canada
1969-1974 M. Ed.
Thesis title: Sex-differences in second-language learning: personality variables.

Yerevan State University
Yerevan, Armenia (U.S.S.R.)
1975-1976

University of Alberta
Edmonton, Canada
1976-1979 Ph. D.
Thesis title: Foreign-language teaching in the Armenian S.S.R.

HONOURS AND AWARDS:

Caloust Gulbenkian Scholarship
University of London
1964-1965

Graduate Assistantship
University of Alberta
1974-1975

Canada-U.S.S.R. Exchange Scholarship
Yerevan State University
1975-1976

Graduate Assistantship
University of Alberta
1976-1977

RELATED WORK EXPERIENCE:

French Teacher
Sir George Simpson School
1970-1974

Graduate Assistant
University of Alberta
1974-1975, 1976-1977

French Immersion Teacher
Vernon Barford Junior High School
1977-present

MAJOR SCHOLARLY PRESENTATIONS:

The teaching of second-languages in the U.S.S.R. Paper presented at the *Third Western Canada Conference on Soviet and East European Studies*. Victoria, British Columbia, February, 1975.

Sex, second-language aptitude and personality. Paper presented at the *Learned Societies Conference (C.S.S.E.)*. Edmonton, Alberta, June, 1975.

PUBLICATIONS:

Lecture en contexte canadien. *Modern Language Journal*, 12, 3 Spring,1974, pp. 23-25.

En conjonction avec V.I.F. *Modern Language Journal*, 13, 1, Fall, 1974, pp. 42-44.

French language proficiency in a Yerevan and Edmonton school sample. Paper presented at the Banff conference on Central and East European Studies. Banff, Alberta, March, 1977. In Priestly T. (Ed.) *Proceedings of the Banff Conference on Central and East European Studies*. Edmonton: University of Alberta, 1977.